

THE
DEAF
American

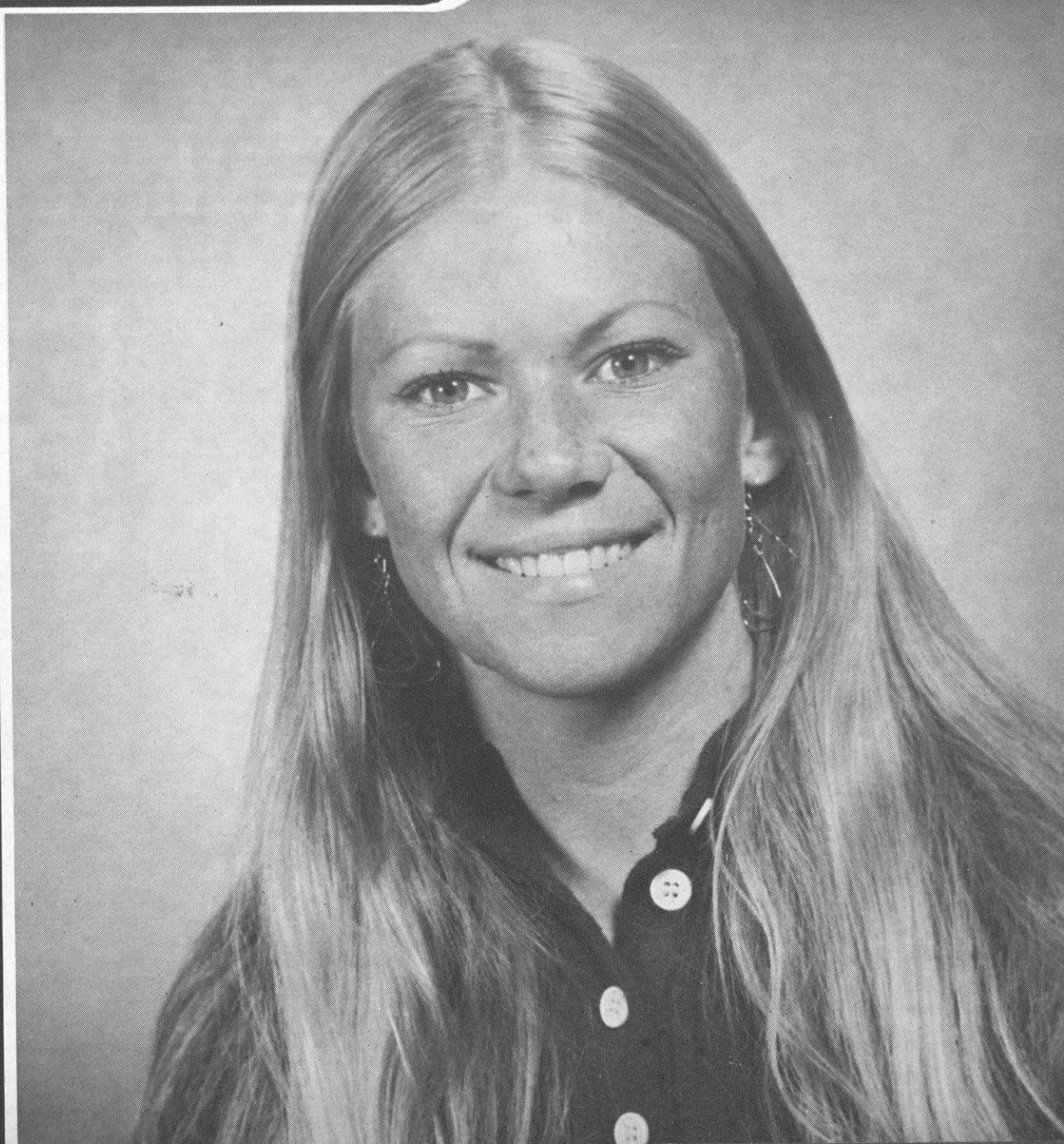
FRESHMAN JUNE REED

San Fernando Valley State College

THE NATIONAL MAGAZINE FOR ALL THE DEAF

December
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The Editor's Page

We Are Late—Again

Numerous production difficulties at our printers resulted in the November issue of THE DEAF AMERICAN coming out over four weeks late. Vacations and illnesses—plus a heavy volume of orders—resulted in the composition getting behind at the Noblesville Daily Ledger. Then as the forms were ready for the press, a serious breakdown halted all work.

Parts were ordered for the press, but when they came they were the wrong kind. Then another delay ensued while waiting for replacements. When the issue was finally ready for the mailers, the holiday schedule curtailment was at hand. And we have yet to ascertain the efficiency of mail service when the DA arrived at the Indianapolis post office.

The December issue is also very late because of the production backup. We are getting the January copy to the printers as this is written and hope to be back on schedule with the February issue.

All in all, while we have in some 35 years of connections with various publications encountered many frustrating delays, this November-December-January period is the worst yet. To our subscribers who have written to inquire what happened to their November copies we apologize.

Total Communication in South America

Frances Parsons has quite a story in this issue concerning her efforts to explain and promote total communication in South America—or rather in Argentina. What she has to say about the results in so short a period is heartening.

We hope help from various quarters will be forthcoming to our South American friends in their efforts to provide more and realistic education for their deaf children. It could be that the deaf of the United States will prove to be more helpful than “professional” educators and organizations.

One thing for certain—visitors from the United States (deaf persons we mean) have been impressed with the enthusiasm and dedicated efforts of the South American deaf. We urge all in a position to

lend assistance to consider the opportunities to be good neighbors.

Efforts in the Philippines

For a little over a year now Carl Argila has dedicated himself to helping the deaf of the Philippines. He helped set up a teletype network. He wrote a story about the Coffee Shop owned and operated by the deaf in Manila. In this issue he tells about educational efforts.

The older segment of our readers are mindful of the pioneering efforts of Dr. Delight Rice in the Philippines. So much needs to be done and especially so because of the long period of little activity. THE DEAF AMERICAN will run further stories about efforts to provide educational facilities and to improve the lot of the deaf Filipinos.

Quibbling, Nitpicking and Innuendo

Very few deaf people know of the existence of the **Volta Review**, the official publication of the Alexander Graham Bell Association for the Deaf. And even fewer are subscribers or readers. In fact, only a few deaf educators and officials of organizations of and for the deaf know of the contents of this publication.

Of late, the **Volta Review** has been, editorially or otherwise, quibbling, nitpicking and dealing in innuendo as respects total communication and organizations and agencies having policies different from the AGBAD. Research and researchers have been discredited (?), the National Census of the Deaf has been criticized for some of its questions and the “world’s only liberal arts college for the deaf” has been mentioned—in such a manner we aren’t yet sure what was meant.

The AGBAD has pulled out of the Council of Organizations Serving the Deaf, reportedly due to differences in philosophies. Specifics were not given, but it is obvious that the basic issue was communication methodology and relevant educational implications. The AGBAD has expressed its willingness to “continue to cooperate” in certain areas—in areas of its own choosing, naturally.

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DECEMBER, 1971

Argentina ! O Mi Argentina !

By FRANCES M. PARSONS

I love the Portenos! I love Buenos Aires! I love Argentina! As long as I live, I shall never forget the fantastic and incredible experiences I had in Argentina during its winter of 1971 (May through August).

It all started in 1969 when Senor Teodoro Manzanedo, president of Confederacion Argentina de Sordomudos and an employee in the Department of Education of Buenos Aires, discussed the concept with Mervin D. Garretson, then executive director of the Council of Organizations Serving the Deaf, during a Latin American conference on deafness. Senor Manzanedo pleaded with Mr. Garretson to send someone down to introduce the language of signs in Argentina where it is forbidden in schools for deaf children and severely discouraged among the adults. At that time Sr Manzanedo had been trying in vain for 18 years. Mr. Garretson recommended me to Sr Manzanedo. To me, he described the mission as quite simple; I believed that it involved only teaching the language of signs to the deaf in Buenos Aires and listening to their problems.

Two years later I decided to take up the challenge. I sent Sr Manzanedo a resume of my education and experience, along with the date of my arrival in Buenos Aires. Before going to Argentina, I visited, for three weeks, in various South American locations to see ancient American artifacts, in connection with my studies at the University of Maryland: Tikal, Guatemala; Lima, Machu Picchu and Cuzco, Peru; Tihuanaco, Bolivia; Bogota, Colombia; Quito, Ecuador; Panama and Santiago, Chile. What I did not know was that my resume had dropped a bombshell in Buenos Aires. The Portenos (native Buenos Airesans) raised a ruckus upon discovering the fact that I was deaf and mowed Sr Manzanedo down for his great folly. No hearing professional person would bow to a deaf woman's teaching. Sr Manzanedo himself did not know that I was deaf until he received my resume, but he told them that he would still welcome me as a special guest. After all, he reminded them, it was Mr. Garretson who had recommended me. He had faith in Mr. Garretson.

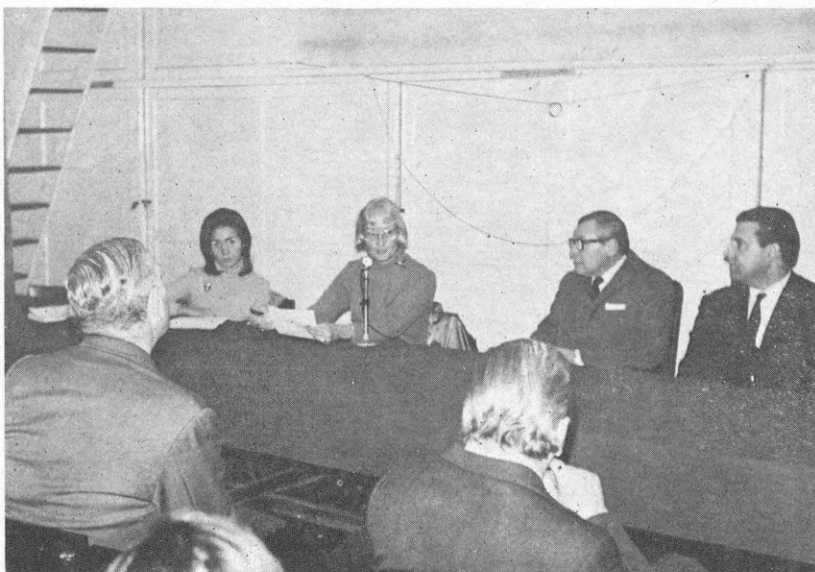
When I looked out of my plane window and saw the beautiful sprawling metropolis of Buenos Aires, I thought to myself, "This is going to be my home for two months." But I was to be there for three long, emotion-packed months and to experience all kinds of reception—from warm, open-hearted welcome to a cruel slamming of the door in my face.

It was in the dead of a South American winter when I arrived in Buenos Aires. Sr Manzanedo, with four others, wel-

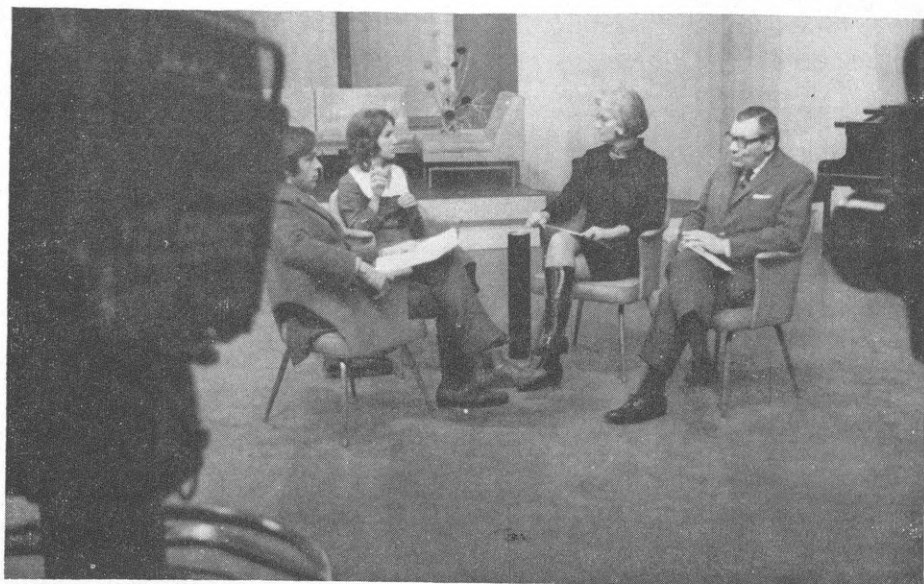
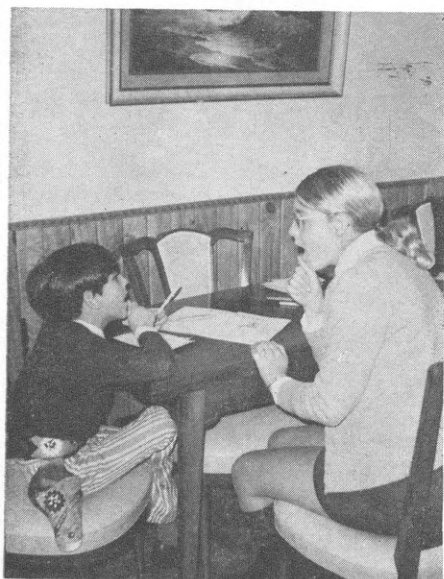
comed me with open arms. He lost no time introducing a winsome, petite teacher with a dynamic personality named Senora Iris Biafore de Rodriguez-Rivera. She was to become my right-hand aid, interpreter and staunch friend. As we sped to Buenos Aires from the airport, it was getting dark and I said to Iris, "Let's stop talking because I cannot lipread you any more." Weeks later she told me how flabbergasted she was at that moment to learn that I was deaf. Sr Manzanedo had not forewarned her; he wanted to test her reaction to the person that I was—deaf and brought up and educated American-style.

My first encounter with a communication problem in a family was with the Mangiacaballi family. Juan, the hearing husband, and his beautiful deaf wife, Edith, have a 11-year-old hearing daughter, Adriana, and a seven-year-old deaf son, Norbi. I was shocked to see how very little communication was possible between Norbi and his mother. Norbi, because of his father's anxiety for his education, had been to several oral schools, but his education was far from promising. Sr Manzanedo asked me if better communication and better education would result if the family used the manual language. That was when they first learned about total communication—using any and all methods of communication to teach the deaf child and to help him express himself. They were impressed and became very enthusiastic about it.

Now Sr Manzanedo wanted me to introduce total communication rather than the language of signs . . . and get the ball rolling. I learned, to my horror, that they expected me to pave the way through the school and government connections. In other words, they wanted me to sell total communication to the Argentina education system. Horrifying thoughts rushed through my head—meeting and speaking before those die-hard oralists and school officials, government officials, etc. I was only a classroom teacher . . . never fit for big things . . . never considered myself capable or qualified for this kind of thing. I couldn't do it . . . I "chickened out" and said politely but firmly that I was taking the first plane out of Argentina. But Sr Manzanedo would hear nothing of it. Iris wrung her hands and said, "But think of our children!" Sr Manzanedo looked at me as perfect propaganda and a perfect example of a deaf person exposed to manual language all her life. I was, he pointed out, a college instructor or "la profesora de la universidad"; I could speak well, proving that the manual language had not hindered my education, speech or position in life. He would not let me go. He took many suicide-like taxi



Left: Donalda Ammons, Frances Parsons and Teodoro Manzanedo. Boots are popular among the Portenos women and Frances enjoyed the South American styling. Right: Conference in Buenos Aires—Iris Biafore de Rodriguez-Rivera, Frances Parsons and Dr. Varela (left to right). Iris waits for her turn to interpret Frances' speech concerning total communication while Dr. Varela and others listen.



Left: Donalda Ammens uses total communication in the Spanish language on NORBI MANGIACABALLI. She is saying "agua" for water. Right: Andres Percivale, the announcer of "Teleonce" (extreme left) with interpreter Iris Biafore de Rodriguez-Rivera, Frances Parsons and Dr. Ignacio A. Varela, the chief of the Department of Education in Argentina. Iris, having learned the language of signs in only ten days with Frances' tutoring, interprets Dr. Valera's speech about Frances' mission of introducing total communication to Argentina.

rides all over Buenos Aires, dragging me to meet professors, directors, inspectors, chiefs, ministers and many more, with Iris accompanying as my interpreter. He became happier and happier as one door after another was opened, bringing closer to reality his dream of so many years about manual language being accepted. Finally the last door was before us, that of Dr. Varela, head of the Department of Education in Argentina. Sr Juan Lopez, chief inspector of schools in Buenos Aires, introduced me to Dr. Varela. Remembering the mission of Garretson in 1969, he spared half an hour listening to my explanation of the importance of total communication for better and quicker education for the deaf children of Argentina. That wonderful man listened attentively and then called for a conference of teachers and school authorities to be held in the following week. At that conference I was to explain total communication and it would then be decided whether or not to introduce it in the Buenos Aires schools. Tension, concern and apprehension showed visibly on Sr Manzanedo's, Iris' and many others' faces. They hoped for so much. They desperately wanted a better and more up-to-date system of education for their deaf children. Sr Manzanedo himself had a painful personal memory. Twenty years ago he was a teacher in the vocational department of a school for the deaf. He fumed in silence as he watched the children being neglected while the professors talked the hours away. He seethed in silence seeing the children being forbidden to express themselves with their hands. Rulers and sticks were used to rap them on their arms or elbows until they cried out in pain. One day he hatched a plan in protest. One morning when the professors came to the school, they were confronted with the iron gates heavily chained. Sr Manzanedo, his colleagues and all the little boys stood in the middle of the school yard. They refused to let the teachers in. The police came and arrested Sr Manzanedo. At court he was told that he would not teach any more and was ordered to stay away from any school.

They pleaded with me to champion drastic changes for better education. Me? A nobody who never made impressive public speeches or influenced mass audiences! What would the conference be like? How small? Who would be there? Surely only a few people would listen to me. My questions were evaded, and I was left with a vague impression that about five VIPs would hear my talk. I wired Garretson to rush me some articles on total communication, but Sr Manzanedo told me bluntly that they would never reach me in time for the conference. He and Iris urged me to make up my own speech and make it **good**. Then somehow I learned that there would be about 250 people—all professionals and officials. Needless to say, I wilted and was all for packing and clearing out. Their cajoling, pleading and wheedling were to no avail; an inferiority complex possessed me. As, perhaps, a last resort, Sr Manzanedo

took me to the Ayrolo School for Deaf Boys where I witnessed the little boys walking toward the play yard from the classrooms. They walked **quietly**, inanimately and without *joie de vivre*, a far cry from the sight of our children here pouring out of school. Their pathetic, suppressed attitude at play touched my heart so that I resolved to try to help them.

Upon my arrival in Buenos Aires, five different families clamored to "adopt" me. Sr Manzanedo thought it would be best for me to stay with Iris and Willy Rodriguez-Rivera so that Iris and I would be able to work together at any time. The big-hearted executive of the National Association for the Deaf, Fred Schreiber, had donated four copies of "ABC in Manual Communication" so Iris and I spent many hours translating them into Spanish. A number of times we met English words that were not known in Spanish so we either omitted them or chose Spanish words that were acceptable for translation. We forgot time while preparing my speech for the conference, mine in English and Iris translating carefully into Spanish. A number of times we missed our subway stations while working on the translation. Thrice Iris let her coffee pots burn dry. We ate skimpy lunches, forgot tea time and had 10:30 p.m. supper which Willy cooked for us. I learned to go to bed on a full stomach.

Tension increased as the night of June 9 approached. Not wanting to be late, we arrived two hours too early. People stared at me as though I were from another planet, so Sr Manzanedo propelled me to an anteroom to wait. Iris' husband Willy came in and attempted to calm Iris down. She trembled like a leaf and was all for backing out. A newspaper man came. Iris and Sr Manzanedo did all the explaining. Then the great moment came. The conference was ready. There were several VIPs. Senor Lopez and Dr. Varela were among them. Iris wrung her hands and wailed, "I don't want to go!" I reminded her, "Think of your children!" She gulped and bravely entered the hall which turned out to be full to standing room. The sea of faces did not terrify me. The microphone placed in front of me did not make me stammer or stutter. The quiet little boys at the Ayrolo School were in my uppermost thoughts. I wanted desperately to give the crucial message for the sake of the deaf children in Argentina.

Reaction from the audience varied greatly—hostility, admiration, suspicion, approval, enthusiasm. Iris translated every paragraph that I spoke and she did her part beautifully. I noticed a lovely young girl standing at the end of the long table and interpreting Iris' translation for the many deaf Portenos who crowded among the officials, using the manual language made up by the local deaf. She was Virginia Domiguez-Nimo, the hearing daughter of a handsome intelligent deaf couple. My speech emphasized the value of total communication in teaching deaf children. At the end of the lecture,

Dr. Varela asked me, through Iris, if I had anything special to say. I said, "Taking away the language of signs from the deaf is like taking away crutches from the crippled." The outcome of the conference was that Dr. Varela decided that some professors and directors would be required to learn the manual language. Night classes were to be set up, and they would attend with pay.

Later we were asked to appear on the television program, "Once" meaning "Eleven" in Spanish. I immediately accepted whereupon Iris cried out, "I thought it was all over. Now we have to make another speech. You always cause calamity." We affectionately called each other names. I called Iris "Forgetis" and she named me "Calamity." We went through another hectic week, racing against time to finish the translation of "ABC in Communication," prepare lessons for my students and practice the language of signs for Iris.

I was asked to be interviewed for a magazine so Iris and I, more dead than alive, dragged ourselves to the magazine office. A photographer took a picture of me and I resembled a dead-pan when it came out in the magazine **Confirmado**. Then came the night of our television appearance. Again Willy tried to comfort Iris who shook from head to foot. Dr. Varela accompanied us. While waiting for my turn to talk about total communication, Dr. Varela explained my mission. I nudged Iris to tell me in the language of signs what Dr. Varela was saying to the audience. After only ten days of drilling, I was proud no end how well Iris interpreted, in spite of her shaking and trembling fingers! We performed for the television audience as we did for the conference previously.

It so happened that my first class for the professors and directors was held on the night of our television appearance. We had only one hour to make it to the class at the Ayrolo School where the 50 professors and directors were waiting, so Dr. Varela had Iris and me ride there in an ambulance through the maze of Buenos Aires. What a ride we had!

It was not possible to admit all those who were eager to take lessons. Only 50 persons could be accepted out of 250 or so.

Fifty names were drawn by lot. So I got for my class some of the die-hard oralists whose opposition and resistance I had to face. They demanded to hear my speech and evaluate my voice. Argentina has been known to boast that their deaf have the best voices in whole South America. For the first two weeks I experienced a mixture of student attitude about learning. The resentful unwillingly followed my instruction in fingerspelling, number-counting and the language of signs and rebelled about taking their turns to stand up and demonstrate what they had learned. The volunteers paid earnest and close attention, wanted my approval and avidly practiced to perfect the hand and arm movements. They welcomed criticism from the class when they made mistakes.

A certain director refused to budge when I beckoned for her to take the floor. She never practiced at all. One day she stopped attending, much to my relief. A certain nice-looking young man was crabby and sulked every time I asked him to come forward. He was repeatedly criticized by his classmates because they couldn't understand his signs. Then he went on a sit-down strike. For several nights I could not get him to the floor. Then an idea struck me. I strode across the room, knelt down in front of him and said "Por favor" in a praying manner. The uproarious laughter of his colleagues shook him out of his impassivity and after that he was one of my star students and one of the most ardent supporters of the manual language.

One by one the unenthusiastic dropped out, but as the saying goes, "Every cloud has a silver lining." Those who lost out in the drawing came to me, pleading to be granted special permission to attend my classes but remain anonymous by sitting behind the selected professors and directors. How I loved those brave young women who were so willing to learn without being paid!

I made several train trips to La Plata with Iris and Senor Manzanedo. The minister (governor) there was interested in the new method, but referred me to the nuns, priests, directors and inspectors who controlled the schools for the deaf in La



NIGHT CLASS IN MANUAL COMMUNICATION—Frances Parsons (right) uses signs from the NAD's "A Basic Course in Manual Communication" (held by Donald Ammons). Translations had been made to provide Spanish equivalents of words. In the class are the enthusiastic deaf Portenos. Classes were held in the evenings (and note the winter attire being worn during July in Buenos Aires, Argentina).



IN CLASS AND AFTERWARDS—Left: Another view of the night class in manual communication. Right: The deaf Portenos with Frances Parsons. Looking at the camera is lovely Virginia Dominguez-Nimo.

Plata. A special meeting was arranged. At the last minute, Iris was forbidden to accompany me due to her director's morbid fear of my "propaganda." She hoped that, without Iris' interpreting, my talk would be a failure. Fortuitously the minister's charming secretary-assistant volunteered to be my interpreter. Unknown to me at that meeting, Iris' director herself was present at the meeting and afterwards branded me as a "dangerous woman." A two-hour debate—pro and con—followed. They clung to the age-old belief that if the children use the language of signs they would never talk. They suffered qualms at the thought of their deaf pupils not being able to talk. An example of the debate:

She: Why must a child use sign language?

I: So he will learn faster by reading lips and signs simultaneously.

She: How?

I: "Mama" and "Papa" can confuse the child when spoken. When you add the sign, the child will readily discern the difference.

She: Ha! Ha! We don't have to. I can hold a card with "Mama" printed on it near my mouth and the child can read my lips and the card simultaneously.

I: Yes, but suppose you are outdoors, you would have to run to your classroom to get the card whereas the sign can be used right on the spot.

Juan, Norbi's father, sat in silence, listening to the objections to the new method. Just as the meeting was adjourning, he suddenly rose and lashed forth a tirade of his frustration and disappointment. He had transferred Norbi from one oral school to another since Norbi was 2½ years old, spending a small fortune. Yet his education was never up to par. His listeners sat in stunned silence and the meeting broke up in a subdued manner.

Total communication was discussed, favored, argued against—reasoned for and against—all in turn for weeks. I was dubbed the "destroyer of tranquility." Iris teased me, "That's why I named you Calamity." I admired her for her courage in defying her director and carrying on the crusade for total communication with me. It was a miracle her director did not fire her from the school.

Juan and Edith Mangiacaballi brought Norbi to Iris' apartment and asked me to try total communication on him. I had the hope I could use him as an example. My first step was to teach fingerspelling. He, along with his deaf mother, caught on quickly. The second step was to use flash cards with words on them. He copied my fingerspelling and then he spelled the words out. Then he was taught to associate the word he spelled with the object it named. As the lesson progressed, we all witnessed the wonderful moment when his eyes suddenly lit up with realization. He took the flash cards from me, singled out

the card with "Mama," fingerspelled it excitedly and then pointed to his mother.

For the next few days the elated parents brought Norbi over for lessons. We had to turn away numerous adult callers who wanted to take private lessons, but we had no heart to refuse the child. Yet our schedule was more than full for other work we had to do. We looked at each other desperately. Iris' comment, "If only we have someone else to teach him!" got Senor Manzanedo, the parents and me in a discussion and we reached the decision to bring someone down from America. Donaldda Ammons, a young student at Gallaudet College, was recommended. Sr Manzanedo wrote her offering her the teaching position with all expenses paid by the parents. It took Donaldda four days to reach a decision to accept it. The Mangiacaballi family prepared their household for her residency with them.

Donaldda's first remark to me upon her arrival was "You speak and think Spanish! How can I communicate with them?" But it took her only a few days to be one of them. Norbi did not catch up with his education overnight, but his parents declared he improved greatly and were very happy about it. Donaldda found teaching him a demanding but very rewarding experience.

Senor Manzanedo arranged with Senor Lemmo, a leader of the deaf in Cordoba, that I should go to Cordoba, the second largest city in Argentina, and meet the school officials and the minister. For the last several years Sr Lemmo had argued hotly with the Cordoban school people, especially the domineering woman leader, about oralism versus manual language. I was forewarned about the unfriendly reception I would receive in Cordoba, but I assured them that I was ready to face it. I took Donaldda along as a successful example of a young deaf student attending la universidad de Gallaudet. The three of us took a long tiresome train ride across the vast plains where gauchos roamed and cattle grazed. We had to sit all through the night with no sanitary facilities; not even a drop of water to quench our thirst. The train which had departed one hour prior to ours had a wreck so the result was a long delay. We reached Cordoba in late afternoon instead of the morning. Sr Lemmo's wife greeted us and said that the school personnel were very agitated that I was not at their 2:00 meeting. Sr Lemmo refused to rush us but took us to his parents' home for a late dinner. In the midst of the dinner, the Cordoban woman leader, impatient with delay, burst unceremoniously into the dining room, tossed back her thick black hair and snapped at me, "Can you talk?" I bristled at the unexpected entry and answered coldly, "What do you want?" She said, "I heard about you. You want the children to talk with their hands. I forbid! I don't believe in it!" I replied, "Are you God? Do you have full right to decide their lives? God made

them deaf and gave them the urge to use gestures." She lashed forth how the manual language could retard a deaf child's speech and voice, prevent him from associating with hearing people, make him appear like a monkey in the public and so on. For the next two hours she and I argued back and forth about methods of teaching deaf children: she for the oral method and I for total communication. We reached the conclusion: When I returned to Buenos Aires, I would visit the Model Oral School which is considered the best in Argentina. When she visits the States next year, she would be my guest and I would take her to the Model Secondary School for the Deaf and the preschool in Hearing and Speech Center at Gallaudet College, and the Maryland School for the Deaf, the birthplace of total communication. We shook hands on that.

The next day Sr Lemmo invited this woman leader's star pupil, Maria, to meet Donalda and me. Maria was thought to have the best modulated voice among the deaf, but her education was only at the primary level. She and Donalda were of the same age. Such a difference in true education acquired!

Upon my return to Buenos Aires I lived up to my promise to visit that school and also several others. Some, fearing a revolutionary change in method, forbade me to cross their doorsills. Some permitted me to visit. Some respectfully invited me. To spare details about each school I visited, I shall explain in general what I saw. The teachers would proudly show me the notebooks their pupils had neatly written without errors. I would smile and admire. Then I would ask for a pupil to go to the blackboard and write. The teacher's face would freeze for a moment. She picked out the best student to demonstrate. One example:

I picked up a cardboard with a picture of a shoe on it and asked the child to write what was in the picture. Her teacher handed her a chalk and said, "Zapato." The child said, "Que?" (What?)" The teacher indicated that she was to write "Zapato." The child shrugged her shoulders and said, "Que?" The teacher started the word with a "Z" and told the child to proceed. After much prodding and coaching, the child finally wrote the word. It was the same story in every school I visited. The children were extensively drilled in speech and lipreading, but when they and their teachers tried to communicate, there was more "Que?" than any other word. Many teachers left their pupils to drawing and coloring and whiled time away among themselves.

I entered one classroom unannounced and found the children either sleeping over their desks or daydreaming while waiting for their turns to practice speech. No books or paper work. A teacher had a little girl kneeling at her lap, and she held a looped thong to twist the child's tongue in correcting mispronunciation and rapped the child's elbow with a stick if she spoke incorrectly. The child turned a tired and dazed face toward me when her teacher got up to welcome me.

It was painfully evident to me that the teachers felt their primary duty to the child was to teach him to speak and lip-read and be able to communicate with people who could hear. Everything else did not matter. I remember only three teachers who really tried teaching the pupils how to think.

Seven letters were withheld from the alphabet according to the rule applied by the professors of the deaf children. These were believed too hard for them until they were nine or ten years old!

I also taught deaf adults. Only a handful of them understood much written Spanish and their expressions in language were at the primary school level.

At the end of my third month in Argentina, I was very tired and exhausted. I was all for going home. At my last class, I sensed extreme quietness. My students practiced half-heartedly. Two nights before I had given them their final examinations on the language of signs and I was fiercely proud of them. In the audience I was surprised to see that director who was so unwilling in my first classes and dropped out. Her face showed some kind of expression I could not define, but her manner was softer and more kindly.

The vice director of the Ayrolo School dismissed the class fifteen minutes early and handed me gifts presented by this class: a leather-embossed edition of Jose Hernandez's "Martin Fierro" (folklore in poetry in Spanish) and a silver mate with

bombilla (a tea-making utensil). I stood up to say "Muchas gracias" verbally, but I had a second thought and delivered my thanks in signs. I said, "I am talking to you and I think in English. You read my signs and think in Spanish. I shall always remember our first night. You and I could not communicate. Some of you were angry (many shook their heads), some of you were nice (all nodded their heads), some of you were bored (many shook their heads) and some of you were interested (all nodded their heads). Now we can communicate. The wall is down!" They applauded long and loud. Suddenly I wanted to tell them something so special that I asked Iris to interpret. They all yelled, "No! No! Hable Vd.!" So I continued with their eyes glued on my signs. "I am an author. I have written a book which has 422 pages." One asked me what is the title of my book. "Sound of the Stars" was my reply.

The unwilling director had sat transfixed and watched how well the professors followed my speech. She got up and came toward me. Presuming she wanted handshaking, I extended mine. Not only she accepted it but hugged me! One by one my students embraced me, saying "Adios." They asked, "Are you coming back?" Because I felt so tired, I said, "No."

"Por favor, come back," they pressed on me. I told them they were now on their own. They looked frightened and lost. "Por favor, come back," they repeated.

For the next two days I heard the same plea everywhere I went. Senor Eduardo Dominquez-Nimo, father of that wonderful young interpreter Virginia, said, "You came. You watered us. Now we are new little flowers. If you don't come back, we will die. Please come back and help us grow." So I relented and said, "Maybe."

They asked Donalda to return. She stubbornly refused. The hostility that she had seen and experienced at some hands had hurt her very deeply. Senor Dominquez-Nimo said to her, "Forget a few bad eggs. Think of many of us. We love you and want you to come back." Another firm "No" from her. So they watched with tears in their eyes as we boarded the plane. They would never see Donalda again. As we flew over Brazil, she looked out of her plane window for a long time and suddenly turned to me, saying, "I know you will not believe me. But I am going back to Buenos Aires!"

Edith and Juan Mangiacaballi eagerly await the day when a model total communication school can be established . . . before Norbi becomes too old for school.

Iris looks forward to this special school where they can use total communication in her teaching.

Many of my student-professors want this school where they can teach in harmony.

Senores Dominguez-Nimo pray for this model school where their daughter Virginia can teach without heavy emphasis on perfecting the deaf child's voice.

Senor Manzanedo continues with letters and interviews with the government people, but results are not very promising because many in the government are strong sympathizers of the oralists. Dr. Varela made it possible for the professors to learn the manual language with pay. Senor Lopez granted special permission to use the Ayrolo School for my classes. Many teachers volunteered to learn without being paid. Many more were enthusiastic about total communication. They feel that all they need are a few classrooms in which to teach with total communication for at least a year and then let the government officials witness the difference in results. Their government usually grants financial aid to anything that produces good results. So for the time being they need **outside** help and encouragement . . . to give them a push.

Donalda's and my efforts were only a beginning. It will take much more to sell total communication to the Argentina school system. May I ask you to help your sister continent? I am only the small spearhead but it is YOU who can be the full spear itself. The deaf children of Argentina need you—and you—and you. Your suggestions are welcome. Your donations are also welcome. Please make checks payable to:

Fund for the Deaf Children of Argentina

c/o Frances M. Parsons

2400 Queens Chapel Rd., Apt. 1

Hyattsville, Maryland 20782

Thank you! Muchas gracias!

Memphis Site Of 1972 COSD Forum

A most unusual symposium is planned at the Holiday Inn Rivermont in Memphis, Tenn., February 29 through March 3, 1972. Taking as its theme "Perspectives in the Education of the Deaf, the fifth national forum sponsored by the Council of Organizations Serving the Deaf promises to be an innovative departure from traditional conferences in the past.

Dedicated to the proposition that a forum reflects a dialogue between and among people, the 1972 meeting will consist almost entirely of group discussion dynamics with half a day devoted to media and other mini-presentations about developments on the educational screen. It is anticipated that the forum will provide opportunities for input and information as well as an exchange of thinking and an increased awareness and sensitivity to the many aspects of education from a cross-disciplinary viewpoint.

Registration will begin at 2:00 p.m. Tuesday, February 29, with an informal get-together and cash bar that evening. Opening ceremonies are slated for 9:00 a.m. Wednesday morning, followed by a "love-in" by an experienced speaker. Ten different group sessions will follow across the three days, with at least one formal luncheon and a forum banquet scheduled Thursday evening. At the present time a minimum of 20 discussion groups are contemplated, so pre-registration would do much to help facilitate planning and group assignment.

The forum is open to all interested participants. Registration is \$15.00 per per-

son with college and university students exempt from this fee. All interested people should write to the Council office for pre-registration forms: Council of Organizations Serving the Deaf, 4201 Connecticut Avenue N.W., Washington, D.C. 20008.

Members of the planning committee, in addition to the chairman, Mervin D. Garretson of the Model Secondary School for the Deaf, and Edward C. Carney, executive director of the council are: Dr. David M. Denton, Maryland School for the Deaf; Dr. William J. McClure, Florida School for the Deaf; Dr. Leo Connor, Lexington School for the Deaf; Dr. Warren Heiss, Montclair State College, N.J.; Miss Josephine Diagonale, MSSD; Lawrence Mother-sell, National Technical Institute for the Deaf; Ramon Rodriguez, Southwest Regional Media Center, Las Cruces, N.M.; Mrs. Lee Katz, parent representative, Silver Spring, Md.; Dr. Boyce Williams for Dr. William Usdane of the Social and Rehabilitation Service, DHEW; Dr. Philip J. Schmitt, formerly of the BEH, U.S. Office of Education and now with Gallaudet College; Dr. John Schuchman, Gallaudet; Dr. Sheila Lowenbraun, University of Washington; Dr. Harriet G. Kopp, San Diego State College; Mrs. Bettie Spellman, Rhode Island School for the Deaf; John Melchoir, Wisconsin Department of Public Instruction.

Dr. Larry G. Stewart of New York University has agreed to edit the proceedings of the fifth national forum.

National Theater Of The Deaf 1972 Spring Tour

Jan. 26-29, Loeb Theatre, Harvard University, Cambridge, Mass., 8 p.m. nightly (open rehearsal 1/26 afternoon).

Jan. 30, Connecticut College, New London, Conn., 8 p.m.

Feb. 3, Windham College, Putney, Vt., 8 p.m.

Feb. 4, Newark State College, Union, N.J., 8 p.m.

Feb. 5, Brookdale College, Lincroft, N.J., 8:30 p.m.

Feb. 6-7, Gallaudet College, Washington, D.C.

Feb. 10, Cedar Crest College, Allentown, Pa., 8 p.m.

Feb. 11, Moravian College, Bethlehem, Pa.

Feb. 13-18, Hartford, Conn. (Both NTD and LTD will perform in different places and workshops will be held.)

The classes were divided into two sessions, a morning class for children ages 5 to 7 and an afternoon class for children ages 13 to 22. The classes are held at Crossroads Rehabilitation Center and the students from Noble School are transported by Noble School. Total communication is the sine qua non of the program. Any method of "breakthrough" to the deaf-retarded child was used. This could involve lipreading, the language of signs, gestures, fingerspelling, pantomime, oral methods, etc. Parents and siblings were encouraged to attend the classes with the deaf-retarded. Vocational Rehabilitation realizes the importance of such an early start for a deaf-retarded person. A multiply handicapped person many times cannot reach his rehabilitational goal because of his inability to communicate.

An additional facet of this program developed when the Indiana School for the Deaf hired Mrs. Jo Gray to act as consultant under Title I. Mrs. Gray worked the entire summer of 1971 in developing a continuation of curriculum and programs for the eventual return of the deaf-retardate to Noble School.

Also, the Indiana School for the Deaf, through Title I, has allotted Marion County Association for Retarded Children a small grant for the salary of a teacher to work with the deaf-retarded. This is the first time the school for the deaf has provided to other agencies consultative service from a resource consultant and financial assistance.

Noble School in January 1972 will then operate two classes for the deaf-retarded. One will be the younger class ages 5-7, and the other half day will be spent by the teacher on an itinerant basis to other classes for the retarded. Two years ago these children were living in a silent world without too much hope for the future. Today, through interagency cooperation, these same children have much more than hope.

Interagency Cooperation For Multiply Handicapped

By EDWARD F. J. RYAN, Director

Educational Services, Noble School for Retarded Children, Indianapolis, Ind.

On April 19, 1971, a new program for the severely deaf retarded was started at Crossroads Rehabilitation Center in Indianapolis, Ind. The program was the culmination of over nine months of discussion and meetings held with different private and public agencies to determine the feasibility of providing a communications therapy program for the severely mentally retarded deaf.

Noble Schools, operated by the Marion County Association for Retarded in Indianapolis, enrolls a large percentage of deaf-retarded. It became very evident that one agency was incapable of handling all the needs of this type of child. Presently, in Indiana, the state school for the deaf has only one small class for the deaf-retarded and these students are mildly retarded. The Indianapolis Public Schools has no classes for deaf-retarded; however, this is incidental since the Noble Schools only serviced those students who are not school age or school eligible. Yet, it was apparent that a new, unique pro-

gram was demanded.

Through the help of Douglas S. Slasor, Counselor, Deaf and Hard of Hearing, Division of Vocational Rehabilitation, groundwork was laid for an interagency program. Dr. Roy E. Patton from Crossroads Rehabilitation Center, a representative from the Indiana School for the Deaf and the writer met to develop a specific program for the young and older severely deaf-retarded.

A grant was written and subsequently approved by the Indiana Vocational Rehabilitation Division. This grant would permit 16 children, all but three from Noble School, to participate in a 10-week communication therapy program. Since then the 10-week program has been expanded to an additional full school semester for these some 16 youngsters.

The primary responsibility of the program is "... to evaluate mentally retarded and/or multiply handicapped deaf people for feasibility in continuing therapy in communicative skills."

Land Of The Morning, Child Of The Sun Returning—A Sequel

By CARL A. ARGILA

De LaSalle College and University of Santo Tomas, Manila

"Ay Naku!" I cursed to myself in Tagalog. I quickly turned to my companion and shouted (in sign language), "Another leech!" He handed me the matches and I set to work "encouraging" the leeches to disengage themselves from my hairy leg, with the help of a little heat. Nasty thing about leeches is that their "bite" is absolutely painless; only way you know they're tagging along is to pull up your trouser leg and look for them. With this little ritual completed I sighed, looked at my TIMEX Skin Diver's watch (thanking God it was waterproof) and started to trudge my way again through shin-deep mud.

Two hours more, my TIMEX told me. Funny, the things which run through your mind while you plod along aimlessly. I recalled my last trip to the Philippines over a year ago ("Land of the Morning, Child of the Sun Returning," DEAF AMERICAN, December 1970). I vaguely remembered making some sort of a vow when I got back to the States; sort of a cross between "Home Sweet Home" and "Never Again." I recalled the night I got back to my apartment after a three-month absence. Somewhat in a daze I sat on the bathroom floor alternately turning on the hot water and flushing the toilet! Probably the two greatest inventions modern man has devised; hot water plumbing and flush toilets! Now I'm back; no hot water, no flush toilet and all those God-awful leeches!

I was jerked back to reality by a sharp finger poking my fleshy side. "We're going to cut across that field; it should be a little shorter." The deaf boy guiding us signed quite well. Amazing thing is he's only known language for just a few months now! He doesn't yet realize how lucky he is to have any language or education at all. He is one of the more than 100,000* Filipino deaf who live outside the greater Manila area; only Manila has a school for the deaf. The state run school for the deaf (and blind) in Manila became an "oral" school about 10 years ago. Since then they have turned out a handful of graduates each year, ranging from illiterate to functionally illiterate. The first school for the deaf in the Philippines was started about 60 years ago by Miss Delight Rice (later Dr. Rice), a young woman from Ohio. Dr. Rice went from province

to province searching for the deaf, bringing many of them to Manila, finally establishing the School for the Deaf and Blind, grandma of what we have today. No one since Dr. Rice's time has ever ventured out into the provinces to locate and attempt to educate the deaf! No one until now, that is.

As I stumbled for the umpteenth time, "kissing the mud" as one of the boys would sign, I wondered how Paula could manage so well. Paula Guterrez was the first deaf student of Dr. Rice's. I raced to catch up with her; I don't mind being shown up by a woman, but after all Paula is old enough to be my grandmother (at least!). I guess Paula is the luckiest of all the Filipino deaf. When Paula was born folks thought the deaf should be hidden, as though something to be ashamed of. Paula was "liberated" by Dr. Rice over 60 years ago; she's studied in the United States and has seen the lot of the deaf much improved over the past half century. I'll never forget the glow on her face when she sat down at the first teletypewriter installation for the deaf outside of the United States and typed to NAD President Lankenau "GREETINGS . . ." I guess that's sort of like living continuously from Stone Age to Space Age!

At last a comfort station stop. The comfort room (a clump of banana trees) did not appeal to me as much as a fallen palm tree nearby; somewhere to rest my aching, mud soaked feet (not to mention a quick check for leeches!). Just as I'm about to sit down Paula warns me about the possibility of snakes near the tree. I was surprised to learn that cobras live in this area, I had thought that cobras lived only in India. Oh well, I wasn't very tired anyway! Yup, Paula's quite a gal! Long after most people are resting themselves on their social security, Paula is going "where the action is." And this indeed is where the action is. I've somewhat slyly neglected to mention the most important member of our troupe, the Reverend Ada Coryell. Reverend Coryell came here eight years ago with her mother, Reverend Aimee Coryell, as missionaries to the deaf. They've founded the Deaf Evangelistic Alliance Foundation (DEAF), Inc., and have established the first school for the deaf outside of Manila. Which, by the way, is where we're heading. DEAF, Inc., purchased 200 acres of public land from the Filipino Bureau of Forestry and is carving out a school which will

* My own conservative estimate; the actual figure may well be twice or three times greater.



Left: The last sign of civilization is a small barrio (village), Paowin. The D.E.A.F., Inc., School is a three-hour hike from this barrio. Our story begins just outside of Paowin, the boys shown in the picture are all students (deaf) at the school. Right: To reach the school a moss-filled lake must be crossed in a dugout canoe. Seated in the canoe, from front to rear, are Paula, a deaf child, Reverend Coryell and the canoe oarsman.



Left: The path to the school starts out wide, but eventually narrows to a footpath. The mud (more like quick sand) is leech infested. Right: Paula, splattered with mud, pauses for a moment.



eventually house and educate 1000 deaf. This first school is located in Laguna province, a four-hour bus ride from Manila (after which you know exactly how a jack-in-the-box feels) followed by a four-hour (if you're fast) hike. The hike takes you through lush tropical rain forest, across a moss-filled lake (nothing makes you pray harder than a dugout canoe) and up the side of a mountain along a path which seems to have been paved with quicksand!

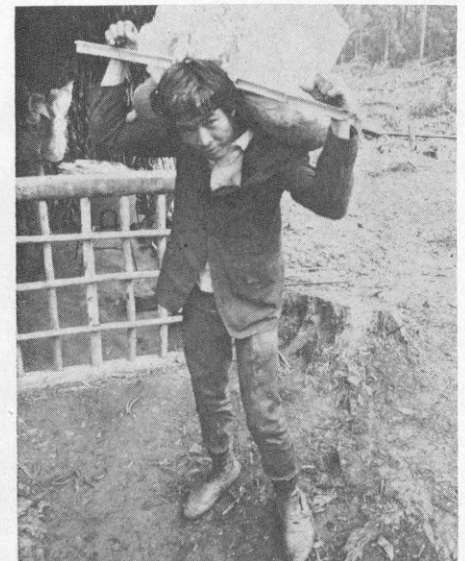
Another finger pokes into my now black-and-blue fleshy side. This time it's Paula. Bless her heart, she's offering me some crackers. Nothing like eating crackers with muddy fingers. I just keep telling myself it's peanut butter (if only it didn't taste like mud!). Speaking of food, every morsel must be carried up by the deaf, the same way we're going up. Every book, every student's desk, every pot and pan, everything had to be carried up on someone's back. There are now about 60 deaf children at the school, the smaller children having been carried up "Japanese style" on the back of an older student. The students have only been at the school for a few months now, Rev. Coryell's four teachers have not yet started regular classes. So much work still needs to be done; buildings more durable than bamboo and palm leaves must be erected; a road must be put in to make the school more accessible to civilization. Considering that most of these first 60 deaf students are "unsolicited," Rev. Coryell may reach her 1000 student quota in the very near future. Rev. Coryell plans

to build similar schools in each of the other Filipino provinces. Each school will have a capacity of about 1000 students and each school will be completely self-sufficient, living off their own land.

Another half-hour my TIMEX tells me. I guess I never did mention why I'm back in the Philippines. When I returned to the States after my last trip I thought a great deal about what could be done to educate the deaf, not just in the Philippines, but throughout Asia. How can we reach the vast numbers of deaf who live outside of the principal cities? More teachers? Well, if we had 1000 times the number of teachers we have today in the Philippines, we still would not have enough teachers to reach the deaf. Perhaps an intensive program to prepare more teachers to educate the deaf? Only the University of the Philippines has a program to train "special education" teachers; a few, strictly oral, teachers of the deaf emerge from this program. Only problem is, many Asians suffer from a malady I call "I-want-go-to-merica" fever. As a result many of the teachers are lost to the United States, Australia or Western Europe. So what is the answer? How can we educate vast numbers of deaf without teachers? As soon as finances permit, we will install a shortwave radio station at the Laguna school. Since the school is by, or and for the deaf, the radio must be completely operable by the deaf. In order to accomplish this we will install teletypewriter, exactly the same setup used for telephone communication, only with shortwave radio



Left: Reverend Coryell and the author pause at boundary line to D.E.A.F., Inc., property. Right: Every morsel of food must be carried up the mountain by the deaf. This boy, Alfredo, carries a cavan of rice (56 kilograms or about 125 pounds) and some other things. He balances his load with the bamboo pole back of his head.





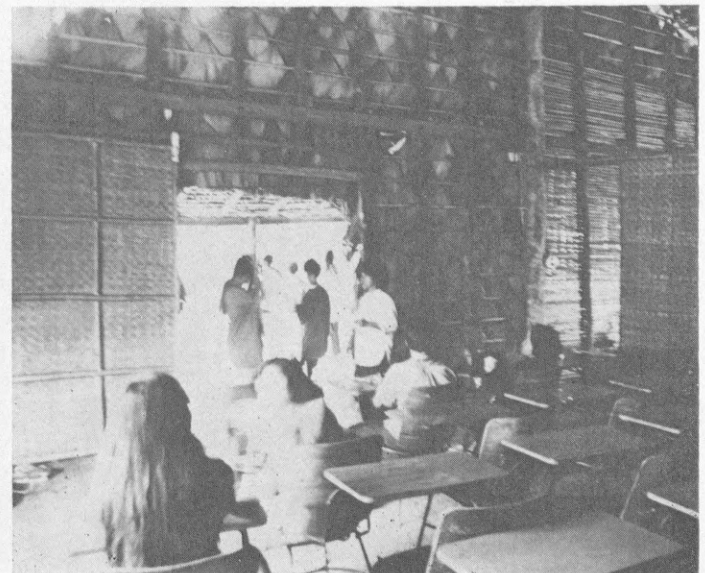
Left: The main classroom building, built of bamboo and palm leaves, will be replaced with a concrete building in the not too distant future. Right: Another temporary classroom building is being built in front of the first to help alleviate the overcrowding.

instead. Now here's the clincher. With teletypewriter available at each school for the deaf we're going to utilize Computer Assisted Instruction for the Deaf (CAID). How does this work? Well, let's say that we want to teach a deaf student basic arithmetic. We sit him down for an hour a day at a teletypewriter machine, which is linked via shortwave radio and telephone to a computer in Manila, and he converses with the computer much as you converse during normal teletypewriter calls. The computer starts him off with a few basic statements about arithmetic. He is then asked questions to see if he really does understand the statement. He then progresses to another item, etc., eventually building up a knowledge of arithmetic. CAID as I've described so far has been used at Stanford University and Model Secondary School for the Deaf at Gallaudet College (DEAF AMERICAN, June 1971) but we hope to go one step farther. Most of the deaf we get at the school do not have even the most rudimentary concept of language (they don't even know they have a name, as Rev. Coryell so aptly puts it). We plan to use CAID to give these students their first language (Basic English); from there they'll progress to more advanced English, sign language and even go on to learn the native languages. (Tagalog is one of the more than one hundred native dialects spoken in the Philippines.) In other words,

one computer in Manila will substitute for hundreds of teachers all over the Philippines. Wild idea, huh?

A length of wire stretched on bamboo poles with a sign reading "BAWAL PUMASOK" (Do Not Enter) marks the beginning of the DEAF, Inc., property. It certainly seems superfluous to have a sign like that this far from civilization! About another 15 minutes and we'll be at the school itself. As wild as an idea like CAID may sound, surprising how many people want to jump on the bandwagon! I've talked with the principal of the state-operated school for the deaf; she's interested in having a machine at her school to help develop language in her students. The Philippine Association of the Deaf (you'll recall they operate a coffee shop run completely by the deaf) wants to use CAID to help train their workers, most of whom can't add and subtract when they apply for jobs!

We first spotted the roof of the main classroom building, brown palm leaves overlapping on top of each other. The children spotted us before we spotted them! A group of them ran out to greet us. I don't recall ever having met any of them before, but lo and behold, if they didn't start using my name sign! One girl ran up to me, noticed the emblem on my Florida State University parka and started to fingerspell "F-L-O-R-I-D-A." I later learned that she had no language, but had begun to



Left: Some of Reverend Coryell's 60 deaf students pose for a picture in front of the main classroom building. Right: One of the classrooms. Each desk had to be carried up on the back of one of the students.



Left: Dinner is being prepared over an open fire in the kitchen adjacent to the main classroom building. Right: Even water is a problem! These boys carry up a can of water from a stream about one-half kilometer from the site of the school. After boiling, the water is fit for drinking.

babble in fingerspelling! It's quite interesting to see these children (and some adults too) acquire language almost overnight. Then, like a broken dam, you can't shut them up! When I was here last year I met one small child, the most shy and bashful thing you could ever imagine. She looked to be about four or five years old, but was actually nine! She was infested with worms, in fact virtually 100% of the students Rev. Coryell gets are walking worm circuses! Every variety of intestinal worm available, they have. Anyway, this little girl was the saddest looking thing I've ever seen. I met her again this year; you can't shut her up! I don't know how her hands don't fall off from exhaustion; she talks constantly. The most noticeable change in her is that she smiles and laughs!

Many of the children, when first acquiring language, will start to fingerspell randomly! They see others fingerspelling, and they know how to make the manual letters, not realizing that they don't have any meaning in random sequences. The first time some one told me "uowk meuwjdnf jeep" I felt a bit confused! Another strange thing happens when these students start to learn English. They'll try to make signs for new words from signs for old words with a prefix or suffix added on; for

example when they learn the word "army" some students try to make the sign for "arm" quickly followed by the fingerspelled "Y."

At last, a chance to sit down with a nice steaming hot bowl of rice! Who's lifting up my trouser leg? Paula, bless her heart, checking for leeches! She should have been a Jewish mother. Ay Naku! Another leech!!!

* * *

Author's Note: In order to start our program of CAID in the Philippines and eventually throughout Asia we must rely solely on the generosity of our deaf friends abroad. Because of the depressed state of our economy, the purchase of a \$150 teletypewriter converter is regarded here as the purchase of a new automobile would be regarded in the United States. We need five teletypewriter converters to start CAID here; any of our deaf friends who would like to contribute any amount at all may write to me (88-D Kamuning Road, Quezon City, Philippines) or to Rev. Coryell (DEAF, Inc., P. O. Box A-4000, Manila, Philippines). Please be sure to state that your contribution is for CAID. You can be sure not only of our gratitude, but the gratitude of generations of deaf to come.



Left: Standing by the D.E.A.F., Inc., truck is Reverend Coryell, Paula, one of the deaf students from the school (Carlos), and Juanito de Guzman, one of the teachers at the school. At D.E.A.F., Inc., headquarters in Manila, Reverend Coryell conducts a Sunday school class.

McCay Vernon: A Conversation With Frank Bowe

"There are no manualists, myself included"

McCay Vernon grew up near the Florida School for the Deaf in St. Augustine, where he often played with the students. From those early childhood days on, Dr. Vernon's life has been largely devoted to deaf people, their problems and triumphs, their education and rehabilitation, and to the profession of psychology as it relates to the many diverse aspects of profound deafness. His close ties to deafness continue on a very personal level: Dr. Vernon's wife Edith, who is a brilliant and compassionate lady, is herself deaf. She serves as head of the microbiology section of the Carroll County Hospital and is a prolific writer for professional journals in her field. Brilliance seems to run in the family, although daughter Eve is still too young to verify this.

I met Dr. Vernon for the first time in the winter of 1969. As a recent deaf graduate of Western Maryland, I was startled to discover that such an eminent authority on deafness had chosen to come to my alma mater as a professor of psychology. He has since expressed the same wonder about my matriculation at WMC. At any rate, that December night I figured that I had the perfect entrance line — "Hi! I'm Frank Bowe, a grad of Whimsee" — and took off from my apartment in Hyattsville to visit his home in Westminster.

Dr. Vernon welcomed me in with a knowing smile at my devious stratagem and introduced me to his wife Edith. From that time we have had a close personal and professional friendship. Much of the little I have learned and done I owe to Dr. Vernon. It is a tribute to the man that many other young turks in the field today can make that same statement.

The story of Dr. Vernon's remarkable career is familiar to DEAF AMERICAN readers. He earned his Ph.D. in psychology at the Claremont Graduate School in California, after serving as a teacher and psychologist at the California School for the Deaf in Riverside. He then became project director for the Social and Rehabilitation Service study at Michael Reese Hospital, "Psychiatric Diagnosis, Therapy and Research on the Psychotic Deaf." At the completion of the project, Dr. Vernon came to Western Maryland.

He is editor of the **American Annals of the Deaf** and a member of numerous professional organizations. A frequent contributor to the literature, Dr. Vernon has written on practically every aspect of deafness, his most recent book being "They Grow in Silence" co-authored with

child psychiatrist, Eugene Mindel. This book is published by the National Association of the Deaf.

In preparing this interview, I was tempted to try to cover all of the many areas into which Dr. Vernon has ventured. The impossibility of this task soon became apparent, however, and I had to settle for less than his whole career. Because he is best known for his beliefs about the value of total communication and because these beliefs and the research which support them have often been attacked, I decided to begin by asking Dr. Vernon about his alleged "manualism."

BOWE: Dr. Vernon, certain educators cherish the use of the term "manualist" when they speak of you and "manualism" when they discuss your views. Let's put this myth to rest once and for all — are you or have you ever been a "manualist," and do you or have you ever advocated "manualism"?

VERNON: There are no "manualists", myself included, in the sense of people who advocate only signs and/or finger-spelling. Just as the more rabid John Birchers call anyone supporting Social Security a Communist, there are oralists who call those who advocate total communication "manualists." The only consolation is that in this particular analogy "manualism" compares more favorably to "oralism" than does "communism" to "democracy."

BOWE: O.K. With that out of the way, I'd like to ask you a few questions about your research and that of others whose work you have frequently cited. Maybe the best way to lead into this is to ask you this question: When you consider

the tremendous potential manifested by many deaf persons and then compare this with their demonstrated performance, what factors do you find at cause and what might be done to improve their achievement?

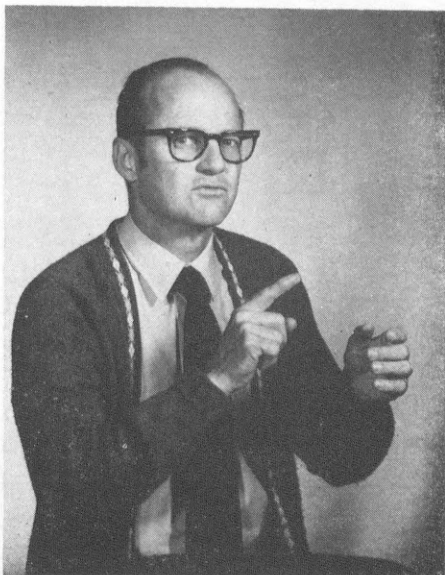
VERNON: If you teach deaf people through a method (oralism) that precludes their understanding of much of what is said, you have one major cause of underachievement. Inadequate parental counseling, too few opportunities for technical and professional training and prejudice are other problems. The solutions are in part evident from the nature of the problems. For example, the substitution of total communication for oralism only. More and totally different parental counseling and so forth.

BOWE: Some educators have observed that the studies you have reported deal with the superiority of children of preschool age who had manual communication and that generalizations about the possible efficacy of manual or total communication within school classrooms cannot legitimately be made on the basis of these studies.

VERNON: The people who make this argument, to be consistent, would have to support total communication in preschools. They do not, as we all know. Quigley's research did compare the two methods in the classroom (as well as in preschool). In both cases deaf children taught by a "manual-oral" method did significantly better than those taught "orally." These data clearly support the value of an "oral-manual" approach in the classroom.

It becomes increasingly clear as we go over these issues that a restriction to just oralism has no factual basis for support. There is a shift in education to total communication which reflects this. Among professionals, primarily those with heavy irreversible evangelical or monetary ties and those who feel they are too old to change, continue to advocate just oralism. Parents who are given a choice, and unfortunately many are not, are increasingly choosing and fighting for total communication. It is primarily among those with strong psychological needs to deny the implications of their child's deafness, those whose adherence to oralism over the years makes change too great an admission of having harmed their child, and parents who have only heard one side of the story who still cling to just oralism.

BOWE: Another question has been raised in connection with your research. Certain educators have insisted that the



"The criticisms of the objectivity of my own research are not documented. They are ad hominem type pleas to the general concept that 'He is a bad boy who is not on our side.'"

factor involved is not that of the presence or absence of manual communication during early childhood, but one of communication beginning at a younger age with children of deaf parents. In other words, deaf parents tend to begin some form of communication with their deaf babies earlier than do hearing parents, at least according to your critics.

VERNON: One by one, research data have eliminated the arguments in support of oralism. This is one of the last remaining ones and has come to the front only after the others such as "undetected neurological damage" have been disproved. Quigley's research found that when you had two groups of deaf children both of whom had hearing parents, who had no manual communication until their children began formal education, that the deaf children taught "orally" were significantly inferior in achievement to the deaf children taught with an "oral-manual" approach. This obviously controls for the variable of "some" communication and refutes the argument. These data are conveniently overlooked by oralists. It is important to note that most hearing parents of deaf children do not discover their child's deafness until between ages one year and three years. During this time they talk to them as though they heard, which is a highly "oral" approach. After the deafness is discovered, they generally get the Tracy Clinic Correspondence Course and often have speech therapy, amplification, oral preschool, et cetera. In other words, "oral" communication is continued.

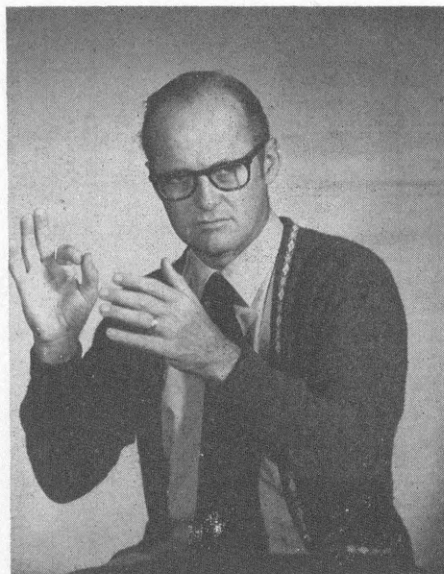
The point is that deaf children of hearing parents get "oral" communication. The problem is that speech is about as hard for a deaf infant to perceive as are pictures for a blind child. Another fact ignored by oralists is that the average hearing parent has far better language skills and a higher education level to offer a deaf child than does the average deaf parent. This makes all the more remarkable the superiority of deaf children of deaf parents. It says that even in the most limited linguistic environment, "manual-oral" communication gets better results than restriction to just "oralism." How much more overwhelming do the facts have to be?

BOWE: You mentioned "undetected neurological damage" as an issue that has been disproved. Let's go into that in some more depth. The question is that some of the observed superiority of deaf children of deaf parents over those of hearing parents may be attributed, according to your critics, to possible undetected neurological damage in those children of hearing parents who were adventitiously deafened. In other words, the possibility has been raised that some children of hearing parents suffer from additional handicaps, a factor that might impede their per-

formance in school-related tasks. Some educators have cited this as yet undocumented possibility in accounting for your findings that deaf children of deaf parents demonstrate superiority on various academic measures.

VERNON: This is an excellent question to raise and one which good researchers such as Stuckless, Meadow and others have been aware of and tried to control for in their work. A Harvard research psychologist, Dr. Soon D. Koh, who is now at Michael Reese Hospital, and I put this question to experimental examination and found that even when the cause of deafness was held constant, i.e., the children of both hearing and deaf parents had a genetic cause of deafness, that there was still a marked superiority in the academic and linguistic achievement of the deaf children who had early manual communication. In other words, what accounted for the difference was manual communication, not "neurological damage." The irony of this entire issue is that those who were loudest in using the point of "undetected neurological damage" to attempt to refute existing research on the value of total communication still persist in their support of a restrictive oralism despite the data. However, they never mention the issue of "neurological damage" any more. This failure to respond to factual information unless it agrees with already-held beliefs is what makes some oralists so destructive to deaf children and their families. It impedes progress and ties deaf youth to anachronistic educational approaches.

BOWE: It has been observed that in schools where signing is permitted, either in classes or only outside the classrooms, some students tend to rely upon manual communication to the detriment of their speech and speechreading. Educators using this approach to discredit total communication tend to



feel that the child must have a totally oral environment in order for him to develop his speech and speechreading to the fullest extent.

VERNON: This viewpoint ignores the facts. For example, deaf children who use and prefer sign language have been found to have speech and lipreading skills equal to or better than those of so-called "oral" students. The work of Montgomery, the Scottish psychologist, illustrates this as does my own study of graduates of the Tracy preschool program and other research.

The fact that deaf students in schools using total communication sign to each other is normal. Actually, nothing is more ludicrous or more of a *tour de force* than deaf people denying themselves sign language and communicating orally with each other. It makes as much sense as President Nixon and Queen Elizabeth speaking to each other in Swahili.

The evidence is very clear that total oral and manual communication results in better language than just oralism, as good or better lipreading, equal speech intelligibility and better overall academic achievement, as the September 1969 paper in the *Journal of Speech and Hearing Research* shows (pp. 54-563). Studies of deaf children of deaf parents, such as that by Schlesinger and Meadow, are relevant here. It should be pointed out that the teacher who advocates total communication is negligent if he ignores the oral aspects.

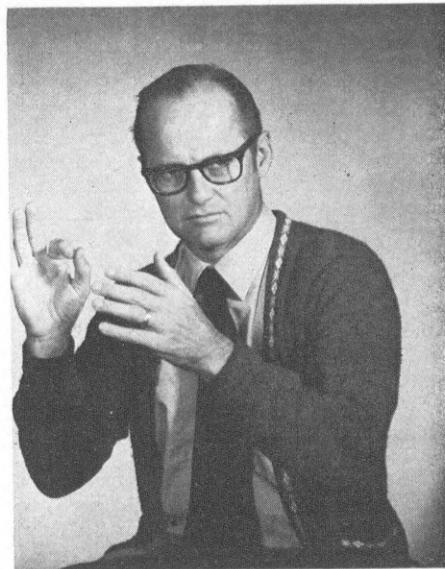
BOWE: You have also quoted data from Birch and Stuckless to support total communication. Some educators have objected that early manual communication cannot be equated with total communication. They quote Birch and Stuckless to the effect that: "This investigation was not designed to reveal information on the relative educational merits of the various methods of communication employed in programs for deaf children. It limits itself to a study of the influence of a particular communication system learned by some deaf children before they enter school. . . . It would be erroneous on the basis of the evidence of this investigation to draw conclusions on whether or not manual communication should be continued into the preschool or primary grades."

VERNON: Early manual communication by itself is not the same thing as total communication. The latter is manual communication plus much more. The point to be made is that the Birch and Stuckless research and other subsequent work has indicated that just early manual communication is better than just early oral communication. Thus, the logical oralist is forced to changing his position to a support of manualism. Instead, he avoids the point, saying that manualism and total communication are not the same. Thus, he claims, the find-

"It becomes increasingly clear as we go over these issues that a restriction to just oralism has no factual basis for support."

ings on early manual communication cannot be related to total communication. Yet he remains an oralist instead of implementing what the findings do show, namely the superiority resulting from the use of manual communication.

Regarding the quotation you cite on the implications of the research for education, a cardinal law of scientific procedures must be remembered. This is that once research data are presented, their interpretation is open. As a scientist, I can report my data to you and in this I am "the authority." However, once the data are presented, interpretation by you and others may well be better than mine. For example, others who saw the same events in astronomy as Galileo continued to maintain anachronistic interpretations of these data out of conservatism or expediency. Galileo's interpretations have proven superior to those of the people who



"If you teach deaf people through a method (oralism) that precludes their understanding of much of what is said you have one major cause of underachievement."

originally reported the data. Likewise, the pioneer findings of Birch and Stuckless have tremendous educational implications as has been demonstrated by subsequent research.

BOWE: We seem to have a question of objectivity in interpretations of research, perhaps even one of objectivity in the research itself. At any rate, some oralists have criticized the objectivity of your research. What is your reaction to this?

VERNON: Part of this is humorous because these persons tend to attribute to me research done by others which I cite in my writing. The overwhelming majority of the research on total communication has come from leading researchers in deafness representing such institutions as the University of California at Berkeley, Michael Reese Hospital, the University of Pittsburgh, Langley Porter Neuropsychiatric Institute and the University of Illinois. The work has generally been passed on by rigorous editorial review of leading professional publications. It has derived from sociologists, psycholinguists, educators, psychologists, psychiatrists and administrators. How long can the findings be denied?

The criticisms of the objectivity of my own research are not documented. They are *ad hominem* type pleas to the general concept that "He is a bad boy who is not on our side. Therefore, his work is not objective." Interestingly, my own views on the value of total communication grew out of the research of others and of myself, not the other way around. It is also worth noting that several of the researchers who found manual communication better than just oralism were so terrified by the jeopardy in which their findings placed their careers that they attempted to explain them away as innocuously as possible. This hardly suggests a bias against oralism.

BOWE: Faced with the painfully obvious fact that oral education has failed, many educators have been quoted to the effect that failure is not due to the oral approach but to the many problems in organizing and administering good oral programs.

VERNON: What other defense have they? Interestingly, if you look at the IQ data of graduates of Clarke and Central Institute published by their staff, the best interpretation of these data and that which is available on their achievement is that their oral students are actually achieving despite the oral method. Sometimes efforts are made to conceal all of this by publishing IQ data on verbal IQ tests and either not indicating this has been done or trying to pass it over in a casual reference. The data show that the average IQ of graduates of these two schools is between 115-120 which means they represent the upper 10 to 20 percent of the population as far as IQ is concerned.

BOWE: You have cited studies by Kay Meadow in support of total communication. A reviewer, whose comments have not been published, stated that the communication of parents to children studied took place many years prior to the studies and could not be rigorously controlled by the experimenters. This particular reviewer added that Stuckless and Birch's results are questionable for the same reason.

VERNON: It is understandable that these views are unpublished. Meadow and Stuckless and Birch did not "control" the fact that manual communication was used in the homes with deaf parents. However, the skill of the children in its use, the researcher's observations and interviews with many of the parents in the study and common sense make it obvious that manual communication was used in these homes. Conversely, with the hearing parents,

their observations of and interviews with them, their lack of skill in manual communication and common sense indicate that the communication of hearing parents in the study with their deaf children was oral.

BOWE: Regarding the established fact that approximately 60 percent of all phonemes are not distinguishable on the lips, Dr. Peter Owsley of the Mystic Oral School has said: "... people do not speechread isolated consonants and vowels, or for that matter, even individual words. Speechreading is and should be gestalt. The speechreader should be speechreading ideas."

VERNON: Despite Owsley's polemics, the data from the Tracy Clinic research we did and other studies prove that the best lipreaders (and they are not deaf persons) get 26 percent of what is said under ideal one-to-one conditions. Deaf

children as a group get 5 percent. Once again, as is repeatedly the case, oralists ignore the evidence and sell deaf children down the river in order to continue their disproved beliefs. It is hard enough to read lips. It seems akin to mindreading to expect deaf children to speechread "ideas."

BOWE: Charles Garrett, an active member of the International Parents Organization and father of a deaf daughter, has quoted from Lunde and Bigman's 1959 national survey of occupational conditions among deaf adults to the effect that deaf adults with better speechreading skills have better jobs. In fact, Garrett states: "In the final analysis, the oral philosophy is geared to making it possible for the deaf student to maximize his potential for independent functioning in society at large. What better testimony for the fostering of oral communication skills do we have than the following quotes? ... "He then cites a table extrapolated from the Lunde and Bigman study showing that 61 percent of those holding professional or technical positions considered their speechreading abilities sufficient to understand conversation. Among laborers the percentage was 29.8."

VERNON: Garrett fails to understand that correlation does not indicate causality and that manual communication does not negatively affect oral skills. In fact it aids lipreading achievement.

Lunde and Bigman, Crammatte and others have noted that speech and lipreading skills are valuable in the world of work. However, most of the "successes" in their studies were adventitiously deaf or in some cases hard of hearing people. Thus, they had the language base needed for educational success prior to losing their hearing, or going to school. This was primarily responsible for their educational achievement, professional success and oral skills. Just as one of the reasons normally hearing people achieve is that they

"The Bureau (of the Education of the Handicapped) under its present Associate Commissioner Dr. Edwin Martin has made tremendous improvements in the key area of consumer involvement."

learn language and oral skills auditorially.

Oralists have created an educational system which precludes success for 98 percent of congenitally deaf children. When the children fail, oralists then say they failed because they were not oral. Bruno Bettelheim, who was in a concentration camp, has achieved fame as a psychologist, yet we do not claim psychological training should include interment in Auschwitz nor do we call those victims of concentration camps who are not successful psychologists "failures." Bettelheim achieved despite his imprisonment and some deaf youth achieve despite oralism. Why call the others "oral failures"? Why not face up to the "failure" or inappropriateness of just oralism?

BOWE: Despite these facts, many schools will permit the use of manual modes of communication in the classroom only in individual cases when it is "clear beyond reasonable doubt that success by oral methods is unlikely." This usually means that only some students receive education utilizing combined approaches and then only when they are in their teens.

VERNON: In essence this is saying, "When they can't learn by an inadequate method, we will give them a better one." Unfortunately, the early educational and psychological deprivation which usually result from oralism is irreversible.

BOWE: Good education would seem to involve, then, if I understand what you are saying, early and continued exposure to a consistent and unambiguous communication modality, among other factors. What is the role of the deaf teacher like me in this? What contributions can a deaf teacher of deaf children make that a hearing teacher might not be able to make? On the other hand, what weaknesses if any might impair a deaf teacher's performance?

VERNON: A deaf teacher who cares offers a deaf child an ego ideal, two-way open communication, humor, understanding and compassion at a feeling and linguistic level and empathy. Hearing teachers who are equally concerned about deaf children are limited in their capacities in some of these areas. However, some deaf people coming out of crippling educational systems tend to be limited in what they can contribute to others, deaf children included. Some deaf teachers' feelings about their own deafness are often a major impairment.

BOWE: I think we have pretty much covered the misnamed "oral-manual" controversy. I have only one more question related to this. Dr. Nance of the Indiana University Medical School has observed that the capacity for and achievement of oral or manual communication proficiency may have a genetic origin. What is your reaction to this suggestion?

VERNON: Dr. Nance, Dr. Wepman and others suggest that certain people are genetically endowed to learn better through one sensory modality (visual, auditory, etc.) than another. This and other genetic considerations undoubtedly contribute to greater talent for lipreading in one person than another. However, the fact remains that one cannot lipread that which is invisible or which is identical to something else. Outstanding lipreaders like Pierre Gorman of England and others are usually bright, sensitive people responsive to a multitude of nonverbal clues and able to anticipate much of what is said. You will also note that many with reputations as outstanding lipreaders cope with the problem of lipreading conversation by doing all the talking themselves thereby avoiding having to lipread.

BOWE: O.K. Let's move now into some of the other areas of your remarkable career. In the past you have been an ardent critic of the Bureau of Education of the Handicapped. Would you comment on this?

VERNON: Yes. The Bureau under its present Associate Commissioner Dr. Edwin Martin has made tremendous improvements in the key area of "consumer involvement." In the past this agency and its panels, readers and committees was dominated by the "private oral school" faction and other professionals supporting oral-only views. This was a tragedy and grossly undemocratic as a policy. It was about like having executives from General Motors run the Federal auto safety regulation agency.

During the last two years the Bureau has made major steps forward in obtaining a more representative input and control. Specifically, deaf leadership was given a chance to present its views to the Bureau and to hear the Bureau's spokesmen. In addition, Mr. Malcolm Norwood, an outstanding deaf administrator and leader, has been advanced to a decision-making position in the Bureau. Grants have been awarded to deserving deaf applicants, such as Mr. Terry O'Rourke for his Psycholinguistic Institute. The concept of total communication is being given objective consideration based on research findings in the field.

One big problem which remains is that the teacher education program in deafness still penalizes the college that accepts deaf students by not earmarking funds specifically for interpreters. For example, here at Western Maryland College, it costs us over \$4,000 to provide limited interpreting for summer school only. For the institution with only one or two deaf students this is prohibitive and it represents a discrimination against deaf students wishing to pursue advanced study and a financial penalty

to the college taking them. Programs such as those related to the Clarke School which have never provided interpreting and often have specifically stated they will not take deaf applicants are actually rewarded for this policy by being able to save interpreting costs, thereby profiting more financially on their teacher training grants than would be the case had they deaf students.

BOWE: Do you believe that the educational and rehabilitation professionals in deafness have generally failed to reach sufficient numbers of nonwhite deaf persons with sufficient services? What might be done to alleviate this situation?

VERNON: Glenn Anderson, Jerome Schein, yourself, those of us who were at Michael Reese and others have shown clearly that nonwhite deaf persons are severely discriminated against and underserved by education, rehabilitation and the deaf community itself. More money and more nonwhites in leadership positions of "self-help" programs are basic to any solution. The problem in deafness ties to the problem in society as a whole.

BOWE: You have written on such etiologies of deafness as Usher's Syndrome, Rubella, the RH factor, prematurity and meningitis. What are some of the salient findings you have reported with respect to those etiologies?

VERNON: In essence, these studies show that because much of deafness is caused by serious disease or genetic factors occurring in syndromes, deafness is often associated with other physical or mental problems in deaf children. The result is a multiply handicapped person.

BOWE: You have written extensively on the rehabilitation of deaf adults. One topic you have frequently addressed is that of psychological evaluation of deaf adults. In your opinion, what are some of the pitfalls of testing in such areas as intelligence, aptitude and interests?

VERNON: The main pitfall is the use of verbal tests. Giving verbal tests is analogous to someone administering an IQ test to me in French. It would measure my lack of understanding of French due to having not been exposed to it. Similarly, verbal tests tend to assess the deaf person's linguistic problems resulting from deafness, not his IQ. Most aptitude and interest tests are highly verbal, hence useless for many deaf clients.

BOWE: Several of your papers have commented that deaf children develop into relatively normal adults and do not display a higher incidence of schizophrenia is a powerful piece of evidence that much affective communication is nonverbal. In other words, despite their

deafness, these children pick up communication of feelings from other people effectively through such modes as "body language." Could you expand on this?

VERNON: If human feelings were not communicated nonverbally, the verbal deprivation oralism and deafness itself forces on deaf children and adults would result in a degree of psychological isolation leading to astronomical prevalences of mental illness. However, body language, touch, olfaction, spatial proximity and many other nonverbal behaviors carry our affective communications sufficiently to compensate in part for the loss of verbal communication resulting from deafness in general and oralism in particular.

BOWE: In another area of your study, you have stated that memory seems to operate independently of language. Yet some sociologists and psychologists take the diametrically opposite viewpoint. To quote two particular sociologists, Lindesmith and Strauss: "Man without language would be like animals, tied down to concrete situations. He would have no conceptions either of history or of a personal past."

VERNON: This sort of argument really does not merit a response. Obviously deaf people without language remember their life histories. We had such a "languageless" patient at Michael Reese Hospital. Yet through drawings he was able to tell us of his past life and much about the Yugoslavian civil disturbances following World War II.

In the October 1971 issue of the *Journal of Verbal Learning and Verbal Behavior*, Dr. Koh and I have a study coming out which shows deaf youth when match-

ed with hearing youth of considerably higher IQ succeeded equally well on certain memory tasks and were not far behind on others. The role of language and auditory cues in long and short term memory storage is a legitimate issue, whereas Lindesmith and Strauss's statements simply make no sense to anyone who has done research on language and thought or who is familiar with deaf people.

BOWE: You have stated that verbal language is not a relevant variable in cognition, that it is not the mediating process in thought. In direct contrast, our friends Lindesmith and Strauss have claimed that language and human thought are so closely connected that the latter cannot exist without the former — that there can be no human thought without language. Thought without language is said to be thought of a level comparable to that of lower animals. How do you account for the discrepancy between your own findings and those of Lindesmith and Strauss?

VERNON: The full issue of the relationship of language and thought is fascinating and complex and but unfortunately far beyond the scope of this discussion. Relative to this area, work by Solis Kates of the Clarke School, Joe Rosenstein of Model Secondary School for the Deaf, Hans Furth of Catholic University and countless others renders as patently ridiculous that "thought without language (is) comparable to that of lower animals." For example, I knew a deaf adult who had come from a backward nation where he had no opportunity for any schooling. Thus, at age 22, he had no language. Yet, his paintings were of the highest professional quality. Certain-

ly great artistic achievement does not derive from the mental capacity of a lower animal. Many great painters and musicians have had limited verbal skills yet have contributed art works reflecting the highest of mental processes.

BOWE: What are some of the minority group dynamics relevant to the understanding of the deaf population? How do deaf people compare to Indians, Jews, Negroes and Orientals in their group structure?

VERNON: Much can be learned about the sociology of deafness from a study of what is known about minorities and their interactions with society as a whole. This was fully discussed in a 1969 *DEAF AMERICAN* paper but the key point is that successful minorities such as Jews, Orientals and Mormons control or have major input into their own fates (money, institutions, policies, etc.) whereas unsuccessful minorities have outsiders in key governmental and controlling roles.

BOWE: Thank you, Dr. Vernon.

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LAWRENCE NEWMAN

total communication

Many persons have credited Roy K. Holcomb with being the father of total communication. Mr. Holcomb, who is coordinator of the Madison Day School for the Deaf located in Santa Ana, California, once mentioned that the idea for the term "total communication" came to him when he noticed the term "total discounts" being used in advertisements by supermarket chains. After he helped to start, use, and popularize total communication, various attempts were made to define the term and there have been reactions that bordered on outright rejection to outright acceptance.

Total communication was considered to be old clothes under a new disguise, a placebo, an updated version of the simultaneous method, a right, a philosophy or something that existed for many years but now is being given formal recognition.

Questions were raised on the feasibility of hiring deaf teachers since total communication included speech and auditory training without, ironically, taking into account the fact that it also included manual communication, a skill in which many hearing educators are not proficient.

All this serves to point out the danger of allowing oneself to fall into semantic booby traps. Too easily lost can be the spirit and the philosophy behind the concept of total communication. It has long been recognized that hearing children are not all alike and that methods or systems that are tailored to their needs work best. It has been known that when hearing children such as the blacks and the chicanos are forced to fit into a school's system of educating whites a lot of time and effort go to waste.

Total communication then should be looked upon as a right or a philosophy whose basic premise is the belief that each deaf child is as much an individual as any hearing child. Its major thrust depends on a multi-approach concept to meet the individual needs of the deaf child. The concept of total communication moves in concert to the dynamics of normal human development and to basic principles of learning.

As a subset of the philosophy of total communication we have various modes of communication and combination of modes. In single fashion they could be listed as follows:

- a. Reading
- b. Writing
- c. Speech
- d. Speechreading
- e. Auditory understanding
- f. Fingerspelling
- g. The language of signs
- h. Others

By including **h** above I have left an out for those who may want to have visual aids listed or who may feel the list is not comprehensive enough. The point to be made here is: let us not get bogged down in trees of definitions that we lose sight of the forest.

To what degree the above modes are to be used, singly or in combination, is open to argument and to research undertakings. Suppose that some time in the future a research project indicates that total communication is a failure in the sense that deaf children still do not have language and speech skills, what then? Will it be the fault of the type of communication modes and the degree to which they were utilized or to the philosophy of total communication itself? The difference is crucial and should be clearly distinguished. There may be nothing wrong with the philosophy itself but a lot of things wrong with the mechanics of carrying it out. To give one example, a teacher might use only one sign while speaking ten words orally.

Now, let us examine and discuss some of the arguments presented by those who completely reject the philosophy of total communication. "Incompatibility" is the word they use. What is meant is that speech, speechreading and auditory skills cannot develop and flourish whenever talking with the hands

is permitted. Research findings which showed that the use of manual communication does not have a negative effect on the development of speech and speechreading skills were either rejected or considered not valid. Lately, there have been more research studies that further strengthens the contention that sign language has its place in the educational setup, i.e., "Sign Language Acquisition and the Teaching of Deaf Children,"¹ "Language Acquisition of Young Deaf Children, A Pilot Study,"² "Deafness and Mental Health: A Developmental Approach,"³ "A Program for Preschool Deaf Children Utilizing Signs and Oral Methods Combined."⁴ Undoubtedly, these studies will also be considered to have no validity.

Instead of indulging in drawn-out arguments, this question should be posed: What research findings are there which support the argument that the permissive utilization of manual communication is incompatible with the development of speech and speechreading skills? For generations the oral method has been allowed to flourish, as if it were something sacrosanct, without any research undertakings to verify its effectiveness or whether it was producing the results claimed by its proponents. No one has bothered to investigate whether the oral method is compatible with social, psychological or emotional growth.

If things did not work out, that is, if the end product—the deaf adult—showed poor language and speech skills then it was rationalized that the problem was caused by some inherent factor of deafness itself—the price that must be paid for being deaf. On the other hand, if manual communication was used, this highly visible method was easily made the scapegoat.

The statement is often made that total communication is nothing but the old simultaneous method. This can turn out to be a misleading verbal smokescreen for those who do not look beyond surface appearances.

For example, it is often stated that the oral method should be tried first and if there is failure then other methods should be tried but only as a last resort. Thus a history of failure was ensured for those taking up the simultaneous method. When a person has continually faced failure it becomes difficult to overcome the negative psychological and emotional factors involved. What is different now—and this is the crux of the matter—total communication is being used at once during the preschool years and in the home as well as in the school.

Under the philosophy of total communication the major communication mode will and should be the simultaneous method because it comes closer to satisfying the needs of the greatest number than any other method. But it is, it must be emphasized, not restricted to this method alone. At certain periods of auditory training it is sometimes best that no manual communication be utilized. In speech and speechreading practice sessions one can alternate from signs alone to explain what is wanted and what is meant to speech and speechreading alone for the sake of practice. During story hour the utilization of the language of signs alone is often highly effective.

It is the total school program, the type of deaf person and his total environment that must be taken into consideration. For example, what method of communication is best for the multiply handicapped or the hard of hearing? What method is best during guidance counseling, at athletic activities or for social hall programs?

The concept of flexibility is inherent in the philosophy of total communication and this is its greatest appeal. That is why it is making inroads in schools and programs for the deaf. Never before have we had a chance to study at different places the results of the utilization of total communication during the preschool years. Never before has manual communication been accepted and allowed to bask in a non-threatening environment thus making it possible to break away from its shackles and to develop and expand in many directions.

Total communication could not have lasted and gathered momentum and strength if positive results were not immediately forthcoming. Parents are the ones who can see and have seen personality, emotional and intellectual changes for the better developing in their children. Never before have so many gone all out to learn manual communication and to use it with their preschool children with startling results. They have gone all out because they tried the oral method alone and met failure

and frustration. Their children were becoming strangers in their own house. These parents have discovered for themselves that it has not been incompatible for different modes of communication to co-exist.

Parents and educators who see that total communication is used early enough and in the home as well as in school will be its greatest source of strength. If pains are taken to see that oral-auditory methods are not neglected and that such skills can be acquired while co-existing with manual communication, the trend of total communication will be unmistakable—what is now a ripple will eventually become an unstoppable tide.

¹Circourel, A. and Boese, J., "Sign Language Acquisition and the Teaching of Deaf Children," a paper that will appear as a chapter in **The Functions of Language: an anthropological and psychological approach**, edited by Dell Hymes, Courtney Cazden, and Vera John. New York: Teachers College Press, forthcoming.

²Pitzer, Ann, "Language Acquisition of Young Deaf Children: A Pilot Study." Submitted in partial fulfillment of requirements for a Master of Arts Degree, Spring 1969, University of Minnesota.

³Schlesinger, H. and Meadow, K., "Deafness and Mental Health: A Developmental Approach," Langley Porter Neuropsychiatric Institute, 401 Parnassus, San Francisco, Calif. 94122.

⁴Brill, R. and Fahey, J., "A Program for Preschool Deaf Children Utilizing Signs and Oral Methods Combined," **Exceptional Children** (en press)

Memorial Service Honors The Late Dr. Powrie V. Doctor

A service of thanksgiving for the life of the late Dr. Powrie Vaux Doctor, a member of the faculty of Gallaudet College for 43 years, was held October 21 in the college auditorium at 11 a.m. and 2 p.m. The service was repeated to accommodate the many persons wishing to attend.

Dr. Edward C. Merrill, Jr., president of the college, and Michael Finneran, president of the Student Body Government, presided at the service in which members of both the Gallaudet community and persons concerned with education of the deaf remembered Dr. Doctor.

Speaking for the alumni, Malcolm J. Norwood, '49, president of the Alumni Association, recalled, "As a teacher, 'Doc' was exceptional, in that he made his students think. Never did he use his position to show he was smart or clever. The subsequent success of his students may be largely traced to the remarkable way in which he drew out the best in each of us . . .

"The life of Powrie Vaux Doctor cannot end without a sense of great loss to those who have known him. Gallaudet College has been made richer by his contributions. A better understanding of deafness has been made possible by his endeavors. He has done so much that it might be said he did exactly what he started out to do. And since Powrie Vaux Doctor liked things to be stated simply, let us simply say: He came to teach and he did."

Thomas Coughlin, '72, a student and advisor to the Junior National Association of the Deaf, also spoke of Dr. Doctor's profound influence on his students.

Representing the educational and professional community at the service were Dr. Ben Hoffmeyer, G-47, executive director-headmaster of the American School for the Deaf, West Hartford, Conn., and Frederick Schreiber, '42, Executive Secretary of the National Association of the Deaf.

"He was truly a world ambassador to and for the deaf," said Dr. Hoffmeyer. "Today, the total community of education of the deaf, as it has throughout the years, is paying its respects to his talents, his dedication, and his ability to bring world leaders together for the enrichment of the lives of deaf citizens.

"As editor of the **American Annals of the Deaf** for 20 years, he touched the lives

of every educator in the United States and the world. He was not simply a professor but a vital force in the education of the deaf."

Schreiber noted that Dr. Doctor's contributions to the educational and professional communities of the world could fill volumes, and mentioned a few of the many significant honors which had been accorded "Doc" in his years at Gallaudet from persons and organizations both within and outside the college community.

He concluded, "There are many Gallaudet alumni today who have forged ahead in life because Doc's technique in the classroom changed their 'whys' to 'why not's' and their dreams to realities."

"The community of deaf people is seriously deprived with the passing of Powrie Vaux Doctor," said Boyce R. Williams, '32, director, Office of Deafness and Communicative Disorders, Department of Health, Education, and Welfare, who summed up "Doc's" commitment to the deaf.

"For over four decades his firm, outspoken championship of the capacities of properly trained deaf persons to surmount the barriers of serious communication limitations and to compete without favor with their hearing peers steadily eroded the tentacles of paternalism—that pernicious blight that has stifled the aspirations of deaf people for all time.

"The full fragrance of Doc's wonderful gift to deaf people, the full measure of his commitment, lay in his classroom which was a bright beacon of his philosophy, a hallmark for all teachers. He expected and demanded from deaf students the same standards of performance that govern all humanity."

Miss Mary Switzer, vice president of the World Rehabilitation Fund and a member of Gallaudet's Board of Directors, had planned to speak at the Memorial Service for Dr. Doctor, but her own death occurred only days before this scheduled service; however, Bradshaw Mintener, vice chairman of the Board of Directors, read the following words which Miss Switzer had written about "Doc": "... his spirit and creative approach to the problems of deafness have influenced not only the teaching of the deaf but attitudes toward it—and, in fact, changed methods of dealing with it all over the world." She wrote also of "the deep

wellspring of inspiration that always was characteristic of anything that he undertook."

Following these words, Mrs. Adele Krug, '30, associate professor of library science, signed the poem "In Memoriam" by Rex Lowman, '40, chairman, Department of Economics. An interpreter read the poem aloud.

The Rev. David Eaton, senior minister of All Souls Unitarian Church, Washington, D.C., gave the invocation at both services, and the Rev. Steve L. Mathis III, '51, president of the Episcopal Conference of the Deaf, the Church of the Savior, Baltimore, Md., pronounced the benediction.

PRWAD To Meet In April

The Professional Rehabilitation Workers with the Adult Deaf, national organization of rehabilitation, education and social work personnel, has announced the dates of its fourth annual conference: April 9 through 12, 1972, at the Hotel Sonesta in Washington, D.C.

The theme of the conference is "Manpower." Conference planners expect an attendance of around 500 persons from throughout the nation.

Alan Jones of Derwood, Md., is president of the 800 member PRWAD. Conference committee chairman is Dr. Thomas A. Mayes of San Fernando Valley State College.

Further information regarding the convention may be procured from the temporary PRWAD headquarters c/o Mr. Albert Pimentel, Public Service Office, Gallaudet College, Washington, D.C. 20002.

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Now We Know Where Raymond Is

By ROBERT L. SWAIN, JR., Associate Feature Editor

We didn't when I asked "Where is Raymond now?" in my article in the September DEAF AMERICAN about the 15-year-old black deaf boy, Raymond Andrews.

He was boldly lifted into the spotlight as the star in an experimental play, "Deafman Glance," twice this year in New York City. But, despite this unbelievable leap to short-lived fame, nothing was known of his whereabouts offstage. I asked Robert Wilson, the Texas-born author of the pioneering drama, if Raymond was going to school or what was being done to help prepare him for a useful future. The playwright slammed the door, figuratively, on my inquiries. I was eager to get the answers because the deaf lad had been dismissed as retarded by educators and psychologists—uneducable, to give their harsh, blunt verdict. I, for one, had sincerely hoped that Raymond could nevertheless be trained to make at least some use of whatever potential he may have had.

Now we know for sure where Raymond is and, most importantly, that he is attending school, thanks to information from his former volunteer tutor, Richard L. Cohen of Brooklyn, N.Y. Mr. Cohen is 26 years old and has been deaf or most of his life. He holds the position of systems engineer with the Bell Telephone Laboratories in Whippany, N.J., the research arm of the American Telephone & Telegraph Co.

We will yield the floor to Cohen. Here is his revealing letter:

I have read with great interest your recent article about Raymond Andrews "15-Year-Old Black Deaf Boy Stars In Experimental Play," THE DEAF AMERICAN, September 1971) and am happy to say that I can answer some of your questions regarding Raymond. You see, about two years ago, I was a volunteer tutor for him and had been trying to help prepare him for an education, something which he obviously never had. Unfortunately, after only a couple of months of tutoring, I had to stop due to a work assignment at a different location.

I have just called Raymond's former residence and found that he is still living with his aunt, a Mrs. Jesse Jordan, at 5 Cedar Street, Summit, N. J. From the phone call I also learned that he is now attending a school in East Orange, N. J.; a school I believe is for the handicapped and has a section for the hearing impaired. Mrs. Jordan said he is doing very well, but I wonder what her definition of "very well" means in this case. Let me tell you of my short experience with Raymond.

Prior to meeting him I had been told that he is classified as retarded, has no schooling potential and couldn't communicate in any way whatsoever. Upon meeting him, I was repulsed to find his house teeming with young children and that any communication between him and his family was almost nonexistent. Furthermore, I immediately became disgusted with the "expert" psychologists who evaluated him because I found that Raymond did indeed know some very basic sign language (don't know where he picked it up) and that he was able to communicate with me to some extent. However, his vocabulary was extremely limited, which is not surprising due to his handicap and lack of education.

I wanted to test his arithmetic skills and found that he had much difficulty counting, let alone adding or subtracting numbers. Raymond was a very active and alert boy; however, his patience (not capacity) for learning to manipulate extremely simple numbers was very limited (he got confused with any number greater than ten—the number of fingers on his hands). He would more often

than not change the subject by talking about Robert Wilson (who wrote the play you mentioned in your article) and the things he had done. Nevertheless, I was able to get him to use, if not comprehend fully, some basic rules for addition and subtraction of any number. He still had a long way to go and I am very doubtful if he is even being taught these simple things in school now.

After many trying sessions, I was tempted to agree that Raymond is retarded. But his capacity to use his limited vocabulary with sign language tends to indicate that he does have the facilities to improve his education greatly and was simply just not eager to learn arithmetic due to his sterile subculture. I do think that he has a below average I.Q. though.

What he needs is an education given by those trained in the method of total communication to make use of the only way he can communicate now. It is a disgrace that the Marie Katzenbach School for the Deaf in Trenton, N. J., and the various schools for the deaf in New York City wouldn't accept Raymond by claiming he was retarded and/or giving overcrowding as an excuse. (I obtained this information from his social worker whose name and whereabouts I cannot recall.)

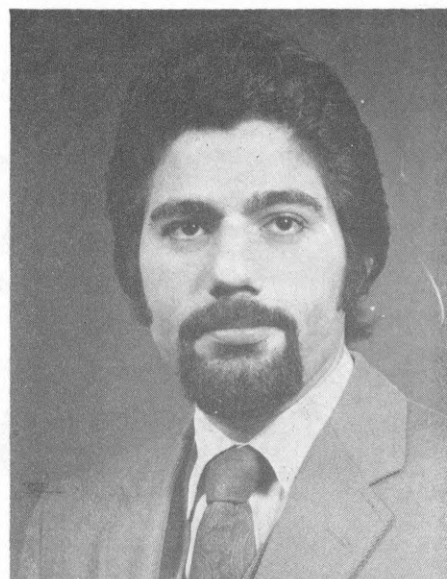
I doubt very much if Mr. Wilson is familiar enough with deaf problems to take the initiative in trying to get the best possible education for Raymond, let alone refer him to a highly qualified testing and training organization such as the New York Society for the Deaf. As I implied before, only those familiar with the low-verbal deaf are in any position to make judgments regarding Raymond's schooling potential.

I certainly hope you will follow up the story to throw light upon the plight of many other underprivileged Raymonds in this prejudiced country of ours. I do not have the time or facilities to complete Raymond's full history, but I will try to give you any assistance you might require.

After reading Cohen's letter, you are undoubtedly asking how he came to be a volunteer tutor for Raymond. I had the same thought and promptly wrote Cohen for additional information. Responding, he said that over two years ago he joined a Bell Telephone Laboratories group called "Volunteers in Action" (VIA), consisting of employees willing to use their spare time to help the underprivileged. By chance, the social worker interested in Raymond's case heard of young Cohen and requested the VIA to assign him to the black deaf boy who badly needed warm understanding and friendly attention, especially from a well-adjusted deaf adult.

Cohen, his friends call him Richie, became deaf at the age of 3½ from spinal meningitis. His parents enrolled him in kindergarten at Public School 47 for the Deaf and Hard of Hearing in New York City. Soon afterwards he was placed in a hearing grammar school where he stayed through grades one to four. Then he had trouble and so went back to PS 47 for grades five and six. After that, he returned to the regular schools, starting with the Simon Baruch Jr. High School #104 in New York, thence to Sheepshead Bay High School in Brooklyn, from which he graduated with honors. At Sheepshead Bay HS he became the first deaf student in its history and is probably still its only deaf graduate.

Deciding upon a life career, the science-minded Cohen entered the Polytechnic Institute of Brooklyn and made the dean's B.S. in mathematics in 1966, and thereafter



Raymond's former volunteer tutor, RICHARD L. COHEN of Brooklyn, N.Y., a systems engineer with the Bell Telephone Laboratories. He is the new recording secretary of the American Professional Society of the Deaf.

worked for a year at the Bell Telephone Laboratories as a senior technical aide involved with computer programming. In 1967 his department was satisfied with his progress and advanced him to member of the technical staff.

At the same time, Cohen was invited to enter the Laboratories' work-study program. He studied at Stevens Institute of Technology in Hoboken, N.J., for his M.S. degree in computer science which he won in 1969. Since then he has been serving as a systems engineer at the Bell Telephone Laboratories, involved with developing computer software and algorithms for military projects.

While he was in the work-study program, Cohen took the most personal step of marrying a hearing woman in 1968. He expects, quoting him, to be "a proud papa" in early March 1972. (We'll be passing the cigars around.)

Cohen is one of the youngest members of the American Professional Society of the Deaf, an organization dedicated to encouraging deaf men and women of promising caliber to enter the professions. It also makes scholarships available to those needing financial aid in pursuing professional-level studies.

Although Cohen has spent much of his life in the hearing environment, he always had some knowledge of the crude sign language of the deaf youngster. This explains his ability to communicate with Raymond. It was only a scant two years ago that Cohen started learning the formal language of signs and is now "a strong proponent of total communication." He firmly believes that there is a growing need for professional assistance and counseling for many deaf people, whom he considers to be "undereducated and under-achievers, through no fault of their own."

Many thanks go to Richard Cohen for clearing up the mystery about Raymond Andrews and for giving us an insight into his potentialities and learning capacity.



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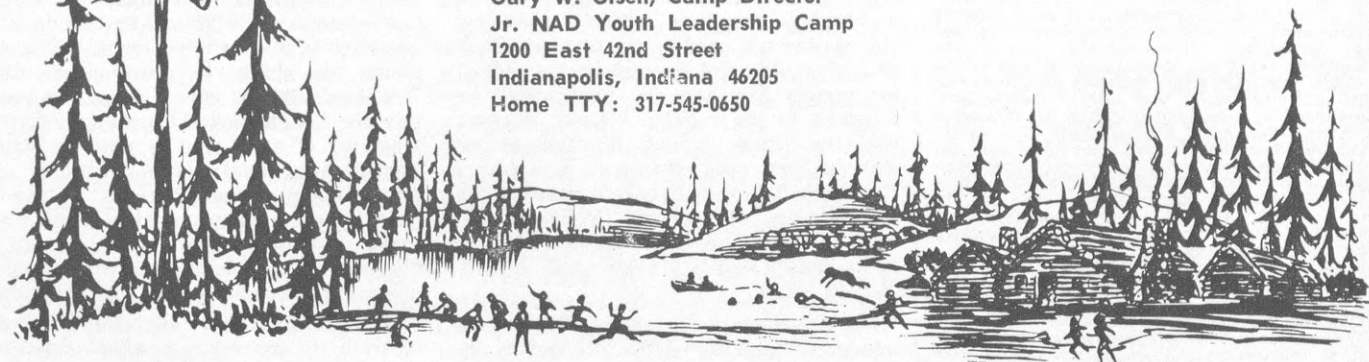
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Seattle Pilot Program Leads The Way

By MRS. JANICE KRENMAYR

Some pilot programs, like scientific experiments, turn out to be a bust. Others are so singularly successful, one wonders why the same thing never was tried before.

Seattle Community College was one of three institutions chosen for a national experiment to provide better vocational training for the deaf. The others are Delgado Junior College in New Orleans, La., and St. Paul Vocational Technical Institute in St. Paul, Minn.

The five-year demonstration program, begun in September 1969 and jointly funded by the Office of Education and the Social and Rehabilitation Services (within the Department of Health, Education, and Welfare), is prompted by a deep concern about the severe limitation of employment and training opportunities for deaf people.

The experiment has been enormously successful. The approach? Simple: Let the deaf go through regular classes. Employ interpreters for two-way translations.

In a way, the experiment has been like a miniature sun, with rays reaching out, touching and enriching more persons and in more ways than was foreseen in the beginning.

"The program has been more successful than we ever envisioned," said Stan Traxler, director of the special regional educational program for the deaf at the Seattle college. "It is due in large part of cooperation and willingness of the college faculty to provide opportunities for deaf students."

In the past, jobs available to many deaf persons were either dead-end or temporary in nature. Yet many are potential skilled and productive em-



PAT BAUTOCHKA, left, a deaf student, watches attentively as Mrs. Alice Burch, coordinator of interpreting services, translates Mrs. Lenora Braun's instructions for assembly procedures on an inhalation therapy machine.

ployes. They lack only the training demanded by competitive, modern industry.

Gallaudet College for the Deaf and the National Technical Institute for the Deaf, the only two national college-level institutions, are available to a relatively small percentage of the nation's deaf who are able to assimilate the courses. The remaining develop some skills in local and state schools. But the range is severely limited.

Because of the wide variety of courses offered in the Seattle program, students have come from as far as New York and Hong Kong. Recently, however, due

to increasing numbers of applicants, acceptance was narrowed to those primarily from northwest states.

Twelve interpreters at the Seattle school, all women and all but three of them children of deaf parents, have been employed the past year to guide 90 students through craft and technical courses that formerly were well-nigh unattainable for deaf persons.

This year, 50 of the students have been housed in dormitories operated by Seattle University nearby. These are the out-of-towners, and the living arrangements have worked out well.

"We ask the students to live in the dorm the first year, for convenience and easier orientation," said Traxler. "After that we encourage them to achieve independence and find an apartment or other living arrangements."

All interpreters are housewives, devoted to their work. They work an average of 25 hours weekly, which explains why men do not enter the field, since the pay is not sufficient to maintain a family.

About 10 percent of the students go right into classes with previously chosen, well-defined goals. Remaining students spend the first quarter in a "prep" course, taking a long look at courses offered, getting practical experience first hand and working with counselors to decide on the field they are best equipped to enter.

Courses are given in all three of the Seattle college's three campuses—north, central and south. The 32 subjects in which deaf students are enrolled include custom apparel, power sewing, graphic arts, welding, mechanical drafting, diesel mechanics, carpentry, computer



Left: Danny Davis, a deaf student in a technical drafting class, draws laughter from Don Bell, an instructor, and Ron Fettig, another student, as Mrs. Shirley Shisler, an interpreter, orally translates his signs. Right: in a data processing class, Steven Schrupp, a deaf student, asks a question with signs as, from left, Mrs. Barbara Gisselberg, interpreter, Paulette Ferrara and Sandra Batten, students, watch. For constant communication, interpreters speak aloud as they make or read signs.



MRS. ALICE ACOSTA, left, an interpreter, translates words of caution which Clifford Rediske, center, an instructor, has spoken to Eddie Stehr, a deaf student at Seattle Community College. Her fingers give the sign for "careful."

Photo credit for pictures used with this story—Alois Elkins.

"Perhaps most important is the aid given by the counselors, who spend many extra hours helping to guide the deaf student," Traxler said. "They have a background in education and counseling and are acquainted with special problems and needs of the students. Counseling, both vocational and personal, is the heart of our program."

"But in addition to counselors and interpreters I must also stress the teachers. Many have never been with a deaf person before this program, and didn't know how to treat him. In fact, in the past they might have said a flat 'No!' to the idea of taking a deaf person into a highly technical class."

"But now they have been stimulated with the results, and put in a lot of extra time on their own. At first, we



PATSY CONTRERAS, right, a deaf student in a custom-apparel class, does a bit of seaming under the helpful eyes of Gail Gordon and Pat Eder.

programming, electronics, floristry, machine tool operations, horology (watch-making), baking, computer operations, inhalation therapy, dental technology, office practices, dry cleaning, cosmetology, accounting, sheet metal, key punch, architectural drafting, auto body repair and various college transfer programs.

About those ramifications: In times past, deaf persons felt ostracized due to lack of communication.

Now, everybody wants to get into the act.

Teachers find the experience so stimulating they want to learn the language of signs themselves. Last fall, 70 instructors signed up for day or night manual communication classes.

Hearing students become intrigued and volunteer as notetakers. They jot notes on sensitized paper and rip off a copy for their deaf classmate as they leave class. Many are registering for language of sign classes to become more involved. Two such classes are available daily and two night school courses.

Interpreters benefit. Because some courses are extremely technical, they are assigned to successive classes. In the process, they make up signs and short-cut expressions for complicated machine technology. Repetition and experience with the subject soon may qualify them to become tutors and even teachers, which becomes especially helpful for that extra coaching needed when

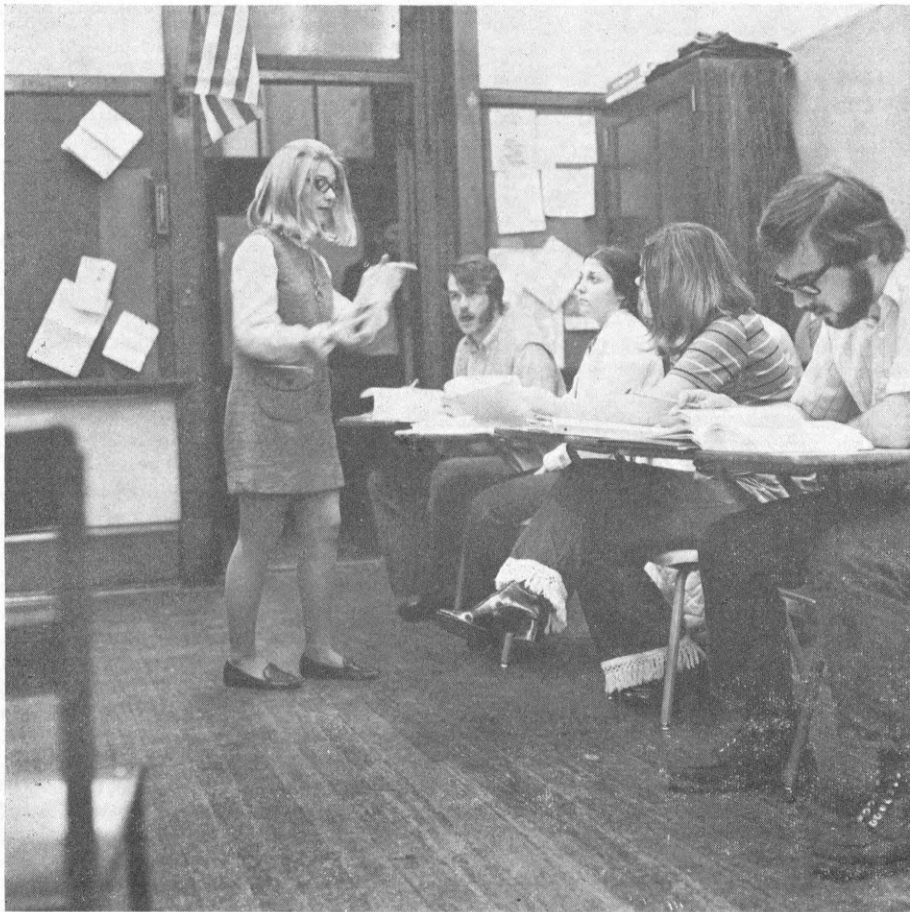
a student has difficulty over a special problem.

"If something puzzles the deaf student, he can discuss it immediately after class with the interpreter and get it straightened out while the topic is fresh," said Mrs. Alice Burch, coordinator of interpreting services at the college.

The beautiful part of the program is to watch the cooperation and willingness of everyone along the line to do all he can to make it work.



DuWayne Arneson, a welding instructor, gives Trotter Cowan, a deaf student, a tip about handling his acetylene torch. Instructors often learn enough basic signs to maintain sufficient communication in certain stages.



MRS. SANDRA JOHNSTON, a deaf instructor, explains class schedules and routines to new students. Students from the left: Dennis Calley, Paulette Ferrara, Chyrl Boob and Steven Jensen.

must admit, it is slightly inconvenient. One might have to slow down sometimes to help the interpreter explain and so on. But now they are all enthusiastic.

"The strength of the program is that we have so many courses that the deaf students can handle and that the instructors are more than willing to work with them. Since we are mainly technically oriented, our primary emphasis is not

upon those students who can succeed in four-year college programs, but upon the large majority of deaf people who can learn the vocational-technical skills necessary to make themselves independently self-supporting.

"One exciting phase is that while most of these youngsters come in with an average of fourth- or fifth-grade achievement levels, academically speaking, we

find them above the average in intelligence. We find them almost universally about one standard above the norm in innate intelligence."

Typical success stories include the 22-year-old woman from Arlington, Wash., whose reading level was so low it couldn't be measured. But she had determination, and intelligence enough to know she could find a niche to fit in.

To get to the school, she traveled four hours daily, making three changes on buses. She wanted to learn power sewing to support herself. After only one quarter, she found a job. The first month she was given three raises. She now makes \$4 an hour, plus hundreds more in bonuses for her fast work.

Three young deaf men who finished welding courses were placed in jobs and now earn over \$5 an hour.

One man in his early 30's came to the school extremely discouraged and depressed. He had become deaf only five years before, had no knowledge whatever of the language of signs or lipreading and felt isolated. He was convinced his life would be spent in manual labor. He had received training in the Air Force. Learning the language of signs at the college gave him a new boost; he began studies in psychology and education and has transferred to San Fernando Valley State College to become a teacher of deaf persons. He understands their problems.

So benevolent rays continue to reach out. They touch, and bring forth the blossoms.

California Program For Deaf Gains

Evidence that growing numbers of qualified deaf students are interested in higher education opportunities in regular colleges and universities is shown in the 1971 fall semester enrollment at San Fernando Valley State College, Northridge, California. A total of 68 hearing impaired students are now registered at both undergraduate and advanced levels.

The program of support services such as interpreting in signs and note-taking provided by the office of College Services for the Deaf, underwritten jointly by the California Department of Rehabilitation and by the college, is making it possible for these students to participate in regular classes and seminars.

The program at Valley State, while not the only "integrated" college program for the deaf, is the first to make possible a liberal arts curriculum on a broad scale. Since the Leadership Training Program in the Area of the Deaf was inaugurated at SFVSC 10 years ago, a total of 50 hearing impaired persons have received degrees in that and other programs. Thirty-nine earned masters degrees in the LTP. In addition, five were granted advanced degrees in other areas, especially secondary teaching preparation. Bachelors degrees have been awarded to six.



MRS. IRENE STARK, right, forms the letter "r" as she conveys instructions from Miss Judy Forth, instructor, to Chyrl Boob, a deaf student, about operating an accounting machine.



QUESTIONS AND OPINIONS on *Parliamentary Procedure*

By Edwin M. Hazel

Qualified Parliamentarian, Member, the National Association of Parliamentarians, and the Chicago Association of Parliamentarians, American Institute of Parliamentarians, Illinois Association of Parliamentarians

Q. Must a committee hold a meeting to act on a motion referred?

A. Yes. A committee **must** meet in order to transact business. A quorum must be present and the decision must be reached by a vote of majority. It must be borne in mind that a majority of the committee at the committee meeting is the committee; therefore the report agreed upon by the majority is the **report of the committee**.

Q. Should a committee's report be signed by all members of the committee who concur in it?

A. Usually yes, if it contains very important matters, but the chairman of the committee may sign alone, provided he is authorized by a vote of the committee to do so.

Q. Has the chairman of a committee in charge of a social affair (banquet, dinner or the like) the right to draw on the profit to reimburse his own wages or even to cover guests' invitation?—Club.

A. No. Never. Such action **must** be

authorized by the vote of the club in **advance** before this chairman assumes the responsibility of the affair.

Q. Does a main motion, if adopted, repeal an existing old law or old rules automatically?

A. No. "No standing rule, or resolution, or motion is in order that conflict with the constitution or bylaws, or rules of order, or standing rules." ROR. In other words, the old rules are in force until they are amended, repealed or rescinded.

Q. Does a motion after it is stated by the Chair belong to the assembly?

A. Before it is stated, the motion belongs to the mover. He may withdraw or even modify at will without the consent of the seconder. But after stated, the motion becomes the property of the assembly.

Q. Does it kill the main motion if its amendment is lost?

A. No. The main motion is still before the assembly for its consideration.

Q. Suppose after the Chair states a

question, the mover desires to withdraw his motion, another member objects to it. What happens?

A. It is then up to the assembly to grant the request by a majority vote.

Q. Has the presiding officer any authority to close debate **in a hurry** for the sake of saving time?

A. No.

Q. Has a member a right to change his vote after having voted?

A. Yes, provided the Chair **has not announced** the result of the vote. After the result has been announced, he may do so only by general consent. If objection is raised, a motion to grant the permission may be made and passed by a majority vote. The motion to grant is undebatable.

Q. Suppose an illegally-made report is presented to the assembly and certain members of the members of the committee who received no notification of the meeting are aware of the fact (but made no challenge or protest), what becomes of the illegal report?

A. If it is accepted by the assembly, it is legal, no one protesting it. However, it is the duty of the members who did not receive the notification of the meeting to rise immediately and protest when the illegal report is read. The Chair will then be obliged to rule the report out of order. But the assembly may return it to the committee with instructions to report it back legally at subsequent meeting, or discharge the committee by a $\frac{2}{3}$ vote.

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Letters to the Editor

Dear Editor:

Larry Newman (October 1971) is in error that I used Table 42 from "Deaf Students in Colleges and Universities," but I find I am in error, too. I mistakenly quoted Table 3, when I should have used Table 11, p. 42, on the hearing ability of deaf respondents with the use of hearing aids.

Those deaf respondents who would be classified as hard of hearing in the literal sense are as follows:

	Group C	Group D
Understand some words normally loud	22%	21%
Everything	20%	12%

As to the academic success of deaf college students, I quote p. 160: "The factor which seemed to differentiate most between those respondents who successfully completed at least a four-year program in a regular institution of higher education and those who did not was simply academic accomplishment . . . Judging by the high school grades reported by transfer students (Group D—transfers to Gallaudet) it would seem to have been inadvisable for many of them to have attempted higher education in a regular institution." Isn't this true also of hearing students?

On page 92, it says: "The reasons most commonly mentioned by the deaf respondents for success in graduating were: 1) self-confident attitudes; 2) academic and emotional support from others; 3) good study habits and 4) academic and language aptitude." Again, wouldn't these reasons apply also to hearing students?

Arthur B. Simon

San Francisco, Calif.

* * *

Dear Editor:

I am a subscriber and faithful reader of THE DEAF AMERICAN and the mother of a deaf daughter. I appreciate the news brought by your magazine and feel that it keeps us up-to-date on important events in the world of deafness—education—legislation, etc.

As a recent participant in Operation TRIPOD and a member of WSRID, I am concerned about a number of needs of the deaf and am currently working toward the setting up of an information service here in our area, since our small deaf population does not warrant the establishment of any actual service facilities. I also teach a class in manual communication for the speech department at Western Washington State College. Because of these contacts I have been asked several times to provide a reading list for parents and others who want to know more about deafness.

When asked to recommend reading material I always recommend THE DEAF

AMERICAN, but as I carefully analyzed the contents of your publication and also of the **Volta Review** and the **American Annals of the Deaf** I find myself in a difficult situation. I don't want to recommend the **Volta Review** or the **American Annals** and have people brainwashed into the "oralism only" way of thinking, and yet I find almost complete lack of any information regarding the oral aspects of total communication in THE DEAF AMERICAN.

I am a staunch supporter of total communication, as you are, but don't forget that TC also includes speech and speechreading and use of auditory training. By concentrating on only the manual communication portion of TC you are giving only one side of the picture—and that is what we have accused others of doing for years. This may be fine for those who already "know the score," but certainly not for people new in the field and parents who have only recently encountered the problem of deafness with a child. Too long have we been "on one side or the other." We need a publication that will give both sides of the picture—the entire picture; and this means including in your magazine some of the many good things that are being printed in the areas of speech and speechreading. For example:

In recent issues of the **Volta Review** there have been excellent articles re:

1. The value of teaching music to deaf students

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Foreign News

By YERKER ANDERSSON

Great Britain — Not all the schools in Great Britain use the oral method. According to the Secretary of State for Education and Science, Mrs. Thatcher, the schools of Newcastle, Margate, Doncaster and Ackmar Road, London, use fingerspelling, the Larchmoor school uses the Piaget system (a sign for every word) and the nursery school in Leicester one-handed fingerspelling. A total of 4,976 hearing impaired children attend these and other schools in Great Britain. Only four percent of these children are admitted to the Mary Hare Grammar School (high school).

The shortage of teachers of the deaf is serious and 360 teachers are needed.

The British secretary said that she planned to send a representative to Russia to investigate the Russian teaching methods. Jack Ashley, a member of the British Parliament, who asked for these facts, also inquired whether the secretary would order a research project similar to Dr. Quigley's in the United States and she failed to give a clear answer to this question.

Mr. Ashley turned to the Secretary of State for Social Services, Sir Keith Joseph, and wanted to know the number of hearing impaired in Great Britain. Sir Joseph replied, "No information upon which satisfactory estimate can be based is available." He also informed that "about one-third" of the social workers for the deaf were trained in manual communication. (*Hearing*, Vol. 26, No. 9)

A valuable piece of white porcelain showing Beethoven at his piano in despair over his hearing loss was stolen in a burglary at the Royal National Institute for the Deaf sometime during the weekend of August 14-15.

Italy — The second world championship in bicycle racing was held in Genoa last July. The 1971 champion, Piccoli Tiziano (Italy), again won the first place. Uzeel Luc, (Belgium) and Segalini Giovanni, (Italy) took second and third places, respectively. The cyclists from Yugoslavia also participated.

New Zealand — It was announced in the *New Zealand Deaf News* (No. 2, 1971) that a group will travel to Sweden for the World Games of the Deaf in 1973. This tour will include stops in Asia, Russia, Norway, Sweden, Denmark, Great Britain and several other European countries, New York, Montreal, Vancouver, San Francisco, Los Angeles and Honolulu. This grand tour will take 95 days (July 7-October 11).

Africa — Six deaf travelers from Switzerland recently made a car trip through the Sahara Desert.

West Germany — The German Athletic Association of the Deaf will arrange a deaf youth camp in Munich, August 25-September 10, 1972. The participants in this camp will have the opportunity to see the Olympic Games (August 26—

2. Music and rhythm—from movement to lipreading and speech

3. New Zealand's approach to screening babies for deafness

4. Auditory training—the joy of listening

5. Reading list for parents

And how about some of the excellent things written by Dr. Hilde Schlesinger and Dr. Kay Meadow re deafness and mental health, and their research with very young deaf children and TC.

I am confident that your reputation would be enhanced and your sphere of influence greatly broadened if you would fill this need in your magazine. Print some articles such as referred to on the first page, and refer parents to other sources of information that would be helpful to them. Since we obviously cannot expect *Volta Review* or *American Annals* to meet the need which you are currently meeting, you are the only hope of presenting the whole picture in one publication.

(Mrs.) Lois Mitchell

Everson, Wash.

* * *

Dear Editor:

In response to the article by Joseph Wiedenmayer, "The Deaf, The Blind . . . And The Movies" in your October 1971 issue which requested comments; I wish to reply that I would accept such a discount. That article is no more than the truth. There are so many other types of discounts in this world available to hearing people which many deaf people are unaware of. This discount is just and would allow the deaf to see that they are welcomed by the total community.

I also wish to reply a big YES for the hundreds of low-paid deaf adults I have met as a researcher. Many of whom cannot barely read nor write well enough to comprehend this superb article.

George Wm. Johnston

University of Cincinnati

Dear Editor:

The October 1971 issue of *THE DEAF AMERICAN* published an article by David Hays, director, National Theatre of the Deaf, recounting the triumphs and failures of the European venture.

The Paris debacle is of special interest insofar as several points are brought to mind, none of which was mentioned in the article.

Was a clear-cut agreement or contract made between the group responsible for the cultural programs of the World Congress of the Deaf and the booking agents of the National Theatre of the Deaf in regard to:

1. Dates and times for the presentations by the NTD?

2. Rehearsal facilities?

3. Sleeping and eating accommodations for cast and technical personnel of the NTD?

4. Transportation and incidentals?

After all, the \$7000 contributed by the O'Neill Center for the trip to Paris (statement by Mr. Hays in his article) is quite a bit of cash, especially when nothing was accomplished.

Lost in the forest of words is also the statement by Mr. Hays that he was surprised by the word "competition" being mentioned in Paris. He waxed indignant at the fact that the NTD would compete with groups from other countries. Why should the NTD be afraid of other groups? Do they feel inadequate for comparison? Are they not aware that competition is the backbone of American enterprise? All the NTD had to do was adjust to environment—a thing any actor "worthy of his salt" could easily do, especially if he calls himself "professional" as the NTD group repeatedly does.

Worthwhile presentations are continually being given without props, without costumes, without fancy lighting. It is the talent of the author and actors that is being presented, not a lot of fancy frippery and displays of phoney artistic temperament.

LeRoy R. Subit

Glen Cove, N.Y.

Dear Editor:

The last publication of *THE DEAF AMERICAN* requests comments on discount prices for the deaf and blind persons at movie theaters. A 50% discount was suggested. I agree this would be quite fair.

I note senior citizens and even college students already have discount privileges in many areas. Then, why not the deaf, (and blind), too.

Personally, I would say it is not being fair the deaf be required to pay a hearing person's admission and be able to enjoy the show half as much. Sound is a great part.

I am told a few years ago someone here in Wisconsin discussed the plight of the deaf with a theater manager and was told if there were at least 100 persons, a discount might be granted. It was not stated whether it meant groups of 100 together, or allow individuals anytime. This simply never materialized.

There should be no objection by the theaters because, I believe, then they would be fair, and the loss on each admission would be made up by more frequent attendance. I myself certainly would go more often.

If the deaf could get either the Federal Communications Commission, or the government, if necessary, to make a law, then with the help of the NAD a set of rules could be drawn up, and also issue through individual local recommendation a single common type of approved card which could be recognized nationwide on an equal basis, and could be honored at all theaters for a discount.

If issued on a local basis only, there would be conflicting ways and many types of identification besides perhaps being discriminating in the next town which didn't allow a discount. I know this has been tried and didn't last.

To be honest, the deaf do not want charity in this case, only their money's worth.

Edward J. Weiler

Madison, Wis.

September 10). Anyone who wants more information can write to Deutscher Gehorlosen - Sportverband, 433 Mulheim/Ruhr, Postfach 01 06 50.

Sweden — Oscar Ryden, one of the deaf pioneers in the Swedish and international athletic world for 60 years, died on August 27, 1971. He was a president (1939) and honorary member of CISS.

DoV Sport announced that the World Games of the Deaf 1973 Organization Committee has been established. The chairman of this committee is Arne Lundberg, a city executive of Malmo where the Games will be held; the secretary is Sven Lindvall, another city

executive; and the treasurer, Assar Jons-son, a business executive. All are hearing. There are only three deaf members of the 10-man committee. The executive committee will have five hearing and one deaf member; its secretary is Wille Grut, the secretary general of the International Pentathlon Association.

NEW ADDRESS!!!

National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

"Each time a man stands up for an idea, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope . . . and crossing each other from a million different centers of energy and daring those ripples build a current that can sweep down the mightiest walls of resistance and oppression."—Robert F. Kennedy.

When I first started writing this column back in February 1967, I was a most impatient person. Being the parent of a deaf child, I realized the desperate need for a national parent organization to represent parents of deaf children across the nation. In my contact with parents at the Indiana School for the Deaf, I found that we all had similar stories to tell of encounters with uninformed members of the medical profession, ill-advised counseling by audiologists, lack of contact with deaf adults, confusing advice from educators of the deaf and frustration in finding answers to everyday problems encountered in rearing a deaf child.

That same year a ripple of hope was born. At a meeting of the Convention of American Instructors of the Deaf in Flint, Mich., it was agreed that a study should be made to determine the need for, and the interest in a parent organization. Roy K. Holcomb, then a teacher at the Indiana School, was the person spearheading efforts to establish this parent organization. Now, four years later we have seen the birth of a robust and loudly vocal addition to the list of national organizations of and for the deaf. **Of** the deaf because Lawrence Newman, a deaf man, was chosen as president-elect of the CAID Parent Section. Mr. Newman will take over the reins of president at the 1973 convention in Indianapolis. **For** the deaf because almost 200 parents of deaf children from across the nation showed up at the Little Rock Convention to support the CAID Parent Section.

The ripple of hope for a national parent organization is now growing into a wave of determination that the CAID Parent Section will rally parents of deaf children across the country to action.

How can **you** help assure the success of this new organization? I would like to quote from a letter written by Mrs. Lee Katz, president of the CAID Parent Section, to participants of the meeting:

"Thirty-six states were represented in Little Rock. And when families fly, bus, drive and camp their way to Arkansas from all over this country as we did June 25-27, we certainly represent a vital, interested and highly motivated group of parents.

"We went home with some bylaws . . . additional knowledge, a new set of officers and a renewed sense of direction. The trick now is to maintain our momentum although we are scattered and somewhat broke.

"I believe it can be done.

" . . . Keep in touch with the contacts you made there and exchange as much information as you can. Most par-

OUR COVER PICTURE

Pretty June Reed, a deaf freshman at San Fernando Valley State College, Northridge, Calif., was one of 21 contestants vying for "Miss Northridge" this fall. Her entry was sponsored by the Northridge Optimist Club. Although she did not win the title, she made a hit with the audience, which was made up of representatives of key business concerns in the Northridge area. June told the audience of over 300 persons of her interests which include water skiing and motorcycling and of her plans to develop organized recreational activities for deaf children after she completes her studies. Her home is in Sepulveda, Calif.

ticularly, if you will keep the national office informed of what you're doing in terms of initiating new legislation, fund-raising, establishing total communication programs, any innovative pursuits, we will have a very effective central file to draw on when families write for information. This kind of service has never been available, and if you will recall your own sense of aloneness and confusion when you first discovered deafness, you can appreciate the value of sharing this knowledge and experience.

" . . . WE CANNOT SURVIVE without a tremendous surge in our membership. With membership monies, and the force of numbers, we are in a position to begin effectively the work that needs to be done. We can best increase membership through your individual efforts.

" . . . WILL YOU SIT DOWN RIGHT NOW AND LIST EVERY PARENT GROUP YOU KNOW OF IN YOUR STATE AND MAIL THEM HERE? INCLUDE ADDRESSES. We can then share this information with anyone who needs it.

" . . . The new national parents organization holds the promise of being able to affect needed improvement in the education of the deaf and the upgrading of deaf people everywhere. It can happen if you and I all work at it together."

There have been times when every parent of a deaf child needed advice on how to handle a particular problem—or wished that doctors, audiologists, speech therapists, educators, relatives and the general public had a better understanding of hearing impairments—or felt that they were fighting a battle against deafness all alone. These are just a few of the problems that parents of deaf children face every day. The CAID PARENT SECTION WANTS TO HELP THEM.

Where does the parent organization go from here? That is up to **you** and thousands of other parents and friends of the deaf across the nation. If you feel there is need for a strong organization to represent parents in Washington, the CAID Parent Section can be the instrument. How about a magazine published specifically for parents of deaf children? With support, this is possible. Or maybe a public information program about deafness, parent education programs, a speakers bureau or films for use by parent organizations. An impossible dream? Not really.

With moral and financial support from **you**, a national office with a full-time staff can be established. Anyone reading this column can become a member of the CAID Parent Section. If you are a parent, the annual membership fee is \$5 for an individual or \$7.50 for a couple. People who are not parents can become associate members for \$3 per year. Organizational memberships for parent groups cost \$25 per year for each 100 deaf students served.

So how about it? Will you join the CAID Parent Section by becoming one of the ripples of support needed to make waves at the national level?

For further information contact:

Mrs. Lee Katz
11210 Healy Street
Silver Spring, Md. 20902



By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

Humor

AMONG THE DEAF

The mystery of the Anonymous One, the FFFFF, the Howland G. Uffaw and all the various aliases, has been solved. The reason for the quiet of the last two years has also been explained. The great AO has expired — passed away, and until prior to this writing, we had no information, no clue, no lead to follow up. This impasse could have lasted forever but for the man's widow.

We were at Gallaudet, to attend Dr. Doctor's memorial service October 21. (Oh no, Doc Doctor was not the AO — don't try to second-guess me.) After the service, Mrs. Ivan Curtis came up to me and asked me if I knew who the FFFFF was, and I said no. She said it was Ivan, her departed husband who passed away two years ago. I asked her why she had not written me, and she said she waited to meet me and to tell me face to face rather than to write me.

Now, suppose I had no occasion to come east — if my son was not living in Virginia, and Lucille and I were not there on vacation — and if there was no service for Dr. Doctor, would there have been any other occasion for Mrs. Curtis and me to meet? This mystery could have lasted much longer, maybe forever, unless more people were in the know, and someone let the cat out of the bag.

Mrs. Curtis went on to say Ivan had no idea of playing cat and mouse; he had no intention of being anonymous until the case of Dr. Fufeld (who first started this episode of an anonymous letter to me with a story for this humor page) and I tracked him down to give him credit for his contribution to this page. Then Ivan got his cue, and started to send in many a good story and played fox and hounds with me, I being the lone hound who never bagged his quarry, I being the flatfoot who never caught his man, etc., etc.

Well, the great mystery is solved.

Thanks, Ivan, wherever you are, for many a good yarn, for many a bon mot that has enriched these pages through the years, and for injecting an element of mystery to the matter.

As told by Emcee Gerald "Bummy" Burstein at the "Show of Shows" during the recent California Association of the Deaf convention at Riverside, Calif.:

Once my sister visited me at Gallaudet while I was a student. I had occasion to take her to College Hall, men's dorm,

off limits to the female gender at the time. While we were talking, there was heavy pounding on the floor outside my door which was locked. You, Gallaudetites, may recall in those days the men's door knocker was a weight in the outside wall attached to a some 2½ foot long cord, the other end of which is attached to a hand knob extending out of the wall. A caller has only to pull the knob, lifting the weight and letting it drop, producing a pounding on the floor. It was similar to a pounding on the door, only heavier.

Well, I felt the jar, and fearing to be caught by a faculty member with a girl in the room, looked around for a hiding place for her. Best I could do was to have her stand behind the clothes closet drapery.

The visitor turned out to be an old man who said he was an alumnus of the college and wanted to see his old room.

"Same old room," he said, "no change," as he took in the room at a glance.

He went to one of the windows, looked out, and proclaimed, "Same old view."

He looked back into the room, then saw the telltale lady's shoes under the drapery. "Same old trick," he exclaimed.

I tried to explain the girl was only my sister.

"Same old alibi," opined the old man.

From the desk of E. C. Carney came this item clipped from St. Louis Hearing and Speech Center News:

"Your wife talks too much.

"What's that?

"I say, how can you stand a woman who talks so much?

"What's that?"

"Oh, I see."

— Sunshine Magazine.

The proud father was on the phone telling the local newspaper about the birth of his triplets.

Not hearing him too well, the reporter asked, "Would you repeat that?"

Replied the father, "Not if I can help it!"

— Detours, NAC Magazine

Theresa Burstein had a class of 8-10-year-old boys in her class in the multiply handicapped deaf department.

One day one of the boys in a fit slapped Theresa on her arm. Theresa hit back. The boy slapped again, and

the teacher slapped back. Again the boy slapped, but not so severely, and Theresa reciprocated. Again another slap, though softer, and it was returned in kind. Finally the boy only touched the teacher's arm, and Teacher touched him. The boy patted and Teacher patted. The boy ended the affair with a hug on the teacher, and they were friends again.

This piece from Richard O. Wright, with the comment to "carry on with your 'knuckle-cracking' and 'barrel-shaking' combo." He espied the item in San Francisco Examiner's "Our Man on the Town" by Jack Rosenbaum:

The gang at a California Street fire house is talking about the fireman who chided a passing boy: "What would your mother say if she heard you swear?" Replied the boy: "My mother would be very happy to hear me — she's deaf."

In T. K. Ryan's recent cartoon strip, Tumbleweeds, a muted Indian named, I think, Lotsa Luck, scribbled:

MUTE'S LAMENT

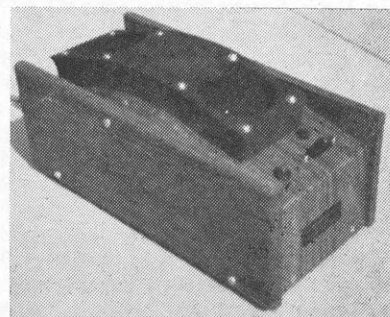
O how I long to use my yap
To bridge communications gaps
To issue just one wild "Hurrah"
From out my yawning, muted maw,
Or solemnly bewail my woe
In syllables deep indigo!
Who knows what pear-shaped, noble
quote
Sleeps deep within this throttled
throat?

Alas, I guess I'll always be
That great silent minority.

All the rest of the jokes, stories, etc., following in this department, is contributed by Harry Belsky, Jackson Heights, N.Y.

A gruff old practitioner of the type of the last generation, who is official physician of the public schools of a nearby town, was examining the aural faculties of the pupils one day recently and, with watch in hand, gripped a little girl of ten undergoing the test.

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From Laughter by Theodore R. Ernest in Philadelphia Enquirer:

TEST FOR THE HEARING

"Hear that?" he asked, with the time-piece at arm's length.

"No, sir," came the timid reply

"Hear that?" he repeated, bringing it slightly nearer. There was no response and he carried the watch nearer and nearer with no better results.

Finally, jamming it against the child's ear, he exploded with some heat, "Now don't you hear that?"

There was the same monosyllabic reply and with an air of deep disgust, the old doctor carried the watch to his own ear with the exclamation: "Gosh the old thing ain't goin'!"

* * *

Deaf guy wears boxing gloves to bed so he won't talk in his sleep. — Thesaurus of Humor, Mildred Meirs and Jack Knapp

* * *

Who is the man over there snapping his fingers?

That's a deaf-mute with the hiccoughs. — Thesaurus of Humor, Mildred Meirs and Jack Knapp

* * *

Did you ever see such a dumb girl turning a deaf ear to a blind date? — Laughter for the Millions, Shomer

* * *

From The Speakers Handbook of Humor, Maxwell Droke?

IMAGINATION RUN RIOT

The superintendent of the machine shop of a large aircraft plant recently hired several deaf workers, all of them women. They proved to be efficient and enthusiastic hands at fine assembly work. Though voiceless, they managed to chat away gaily during rest periods, their faces wreathed in smiles and their fingers waving briskly above their work benches; when another deaf employee, a man this time, was hired into the department. The superintendent was happy to place him next to this jolly group of women workers. Everything went smoothly for a few days.

Then the new worker approached the superintendent, his face haggard and twisted with frustration. Angrily he motioned for pencil and paper. "Wanted to be transferred," he scribbled furiously. "But why?" wrote the superintendent.

"Can't stand the women," the man wrote. He pointed accusingly at the circle of silent women who were again gesticulating merrily to each other.

"They talk too much!"

* * *

From Laughing Stock, Bennett Cerf:

The Wall Street Journal tells about an old French woman, extremely deaf, who lived across the street from a munitions plant being operated by the Nazis. One day an American shell made a direct hit, and the factory went up with a roar. The old lady heard the sound and said, "Come in, Yvette." When the servant appeared, she said, "My hearing must be improving. That's the first time I've heard you knock on the door in twenty years."

* * *

PRAYER TECHNIQUE

Little Jimmie was saying his bedtime prayers a week or two before Christmas. He enumerated the many things he would like to have for Christmas and with startlingly loud voice.

"Don't pray so loudly!" chided his mother, "the Lord isn't deaf."

Maybe He isn't," admitted Jimmie, "but Grandma is." — Powers Moulton

* * *

From The Greatest Laughs of All Time, Gerald F. Lieberman:

A couple went walking in the country. It was a beautiful day, and as they approached a strange village chimes burst forth. "Aren't those lovely chimes?" she remarked.

"I'm sorry, dear," he replied. "What did you say?"

"I said, the chimes, they're the most beautiful things I ever heard."

"I'm sorry, I can't hear you."

"The chimes, dear, those beautiful, exquisite sounds coming from the next

village. I have never heard such a gorgeous sound."

"I can't hear you," shouted the husband. "It's those damned chimes."

* * *

One and the same thing can at the same time be good, bad and indifferent, e.g., music is good to the melancholy, bad to those who mourn, and neither good or bad to the deaf. — Bartlett's Familiar Quotations

* * *

Hogan's r-right whin he says justice is blind.

Blind she is, an' deaf an' dumb an' has a wooden leg. — Bartlett's Familiar Quotations

* * *

From The Complete Traveling Salesman's Joke Book, Bill Brower:

ON DEAF EARS

The editor of a California newspaper once wrote the following:

We thought that everybody in California knew we were deaf, but once in a while we find one who is not aware of the fact.

A lady book peddler came into the office the other day. She wanted to dispose of a book. She was alone in the world, and had no one to whom she could turn for sympathy and assistance. Hence, we should buy her book.

She was unmarried and had no manly heart in which to pour her sufferings; therefore, we ought to invest in a book.

She had received a liberal education, and we could not in consequence pay her less than two dollars for the book.

We had listened to her attentively and here broke in with — "What did you say? We are deaf!" She started in a loud voice and went through her rigmarole. When she had finished, we went and got a roll of paper, and making it into a speaking trumpet, placed one end of it into our ear, and told her to proceed. She nearly broke a blood vessel in her efforts to make herself heard. She commenced: "I am alone in the world."

"It does not make any difference to us. We are a husband and a father. Bigamy is not allowed in this state."

"Oh, what a fool the man is!" she said in a low tone; then at the top of her voice: "I don't want to marry you; I want to sell you a B-O-O-K, Book!" The last sentence was howled.

"We don't need a cook," we remarked blandly. "Our wife does the cooking and wouldn't allow as good a looking woman as you to stay in the house five minutes. She is very jealous."

She looked at us in despair. Giving us a glance of contempt, she exclaimed? "If a stick of dynamite went off beside that deaf mule's head, he'd think somebody was only knocking at the door!"

You should have heard her slam the door as she went out with her face red as a fresh washed beet.

We heard that slam.

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Bay Area Horseless Carriage Club Tours Feather River

By RAYMOND RASMUS



HORSELESS CARRIAGE AND FRIENDS—Seated on the running board of his 1911 Model T Ford is the owner, Horace McAllister of Albany, Calif. In the rear of the car is the author of this story, Raymond Rasmus of Berkeley.

Have you ever gazed at many two-seat, or four-seat or maybe some five- or seven-seat buggies with no horses, no reins, and only drivers holding onto steering wheels, whizzing past you? No doubt, most of you did. Well, have you ever seen thousands of people gazing and watching you riding in one of these horseless carriages? Two weeks before the two days of delightful touring provided by the Bay Area Horseless Carriage Club Tour of the Feather River at Oroville, Calif., about 40 miles north of Sacramento, took place. Horace McAllister of Albany, Calif., asked me to accompany him on this 19th annual tour and without hesitation I accepted.

Early Saturday morning, September 25, we left Berkeley for Oroville. The tour consisted of 64 horseless carriages of makes prior to the year of 1915, including 125 people, most of them wearing 1912-1915 designed costumes. We were invited to ride in a 1901 Packard. To my amazement, the tour departing Oroville passed through other towns but created no traffic hazard due to surprised reactions of passersby. In most of the towns police saw that our caravan would not be blocked at intersections.

The first day of the tour took us 120 miles into the Sierra Nevadas to Forbestown when we paused for coffee and doughnuts, and then we continued driving to Challenge, a sleepy old community dating back to the Gold Rush days. Before we arrived at historic Nevada City for lunch, the morning drive of 60 miles took approximately three hours. The buffet lunch was served in Nevada City's historic National Hotel, built in 1854, and recently restored to its original condition. The afternoon's drive, another 60 miles, took us to the Grass Valley area, then through more of the Gold Rush area such as Rough and Ready, Smartville, Tim-

bucto, Brown Valley, Stansfield Hill and Bangor.

The roads for Saturday driving were all paved and virtually free of switchbacks and "low gear" hills. The route traversed a beautiful section of the Feather River and Mother Lode country. Mechanical problems were few and of minor nature. Everyone starting was able to complete the 120-mile tour.

Mr. McAllister was assigned to the duty of a photographer and I was his assistant on this tour. Following the return trip to Oroville, there was a tire-kicking contest. Judging began for outstanding cars with awards based on authenticity, restoration and safety equipment. Before the banquet we attended the Bay Area Club champagne party. After dinner we enjoyed dancing and watching the slides and movies of past HCC events.

On Sunday, September 26, the tour was leisurely, covering 30 miles to Oroville Dam and was met by a special service director for the Oroville Dam project who led the group to Bidwell Bar Bridge, second highest suspension bridge in the U.S. We crossed Oroville Dam, highest dam in the U.S. and the highest embankment dam in the world. A group tour was conducted through the largest underground powerhouse in the world. The tour concluded with a stop at Oroville Dam fish hatchery and a buffet-style banquet and awards ceremony at the headquarter at Oroville.

Horace McAllister owns a 1910 Model T Ford and has been an active member of the Bay Area Horseless Carriage Club for 21 years. He became a member of H. C. of America when it was founded in 1937. He has won several awards and honors for activities for the HCCA. He also has a 1911 Ford. At one time he was the editor of his regional paper called "The Gaslight Gazette," which won a special honor award among the HCCA regional groups in California.

He has had the assignment as photographer on many tours and many of his photos have been printed in the HCCA magazines. He and his wife, Margaret, are active members of the HCCA. Another couple still working on a 1913 Model T Ford depot hack and also active members of the HCCA are Henry Hauschildt and his wife, Rosalie, of Oakland. William Pitts of Redwood City is owner of a 1911 Buick. Horace said that you can meet many interesting and well-known people on these tours. Horace and his wife met Bill and Sherry Harrah of Reno and comedian Red Skelton. He says, "You will never hear of an old car buff saying that he is bored with his hobby. You become so attached to your beautiful old car that it almost seems to be a member of the family."

To satisfy our curiosity as to the number of deaf owners and members of HCC of the year 1915 or earlier in the United States, I would appreciate a letter from each member or owner with the name and year of the car. Write to Ray Rasmus, 2826 Derby Street, Berkeley, Calif. 94705.

AAAD Sanctioned Softball

A total of 80 member clubs of the American Athletic Association of the Deaf participated in seven regional softball meets this year. Results of championship games:

EASTERN—Westchester 18, Hartford 6

SOUTHERN—Metropolitan Washington 14, Potomac Silents 6

SOUTHWEST—Baytown 21, New Orleans 6

CENTRAL—Northwest Chicago 9, Chicago Crusaders 6

MIDWEST—Minneapolis 14, St. Louis 6

NORTHWEST—Seattle 12, Multnomah 3

FARWEST—Riverside 15, Hollywood 4

Most Valuable Players of the regional softball tournaments:

EASTERN—Paul Kaessler, shortstop, Westchester

SOUTHERN—Jim Daugherty of Birmingham

SOUTHWEST—Dale Frankenhauser of Baytown

CENTRAL—Al Van Nevel, pitcher, Chicago Crusaders

MIDWEST—Ralph Fuechtmann, second base, Minneapolis

NORTHWEST—Bob Clayton of Multnomah

FARWEST—Jose Gonzales, pitcher, Riverside.

A "world series" between the champions of the EAAD and the CAAD will be started next year.

First Deaf Bowling All-America Team

Swedish Deaf Bowlers' Visit Rates Top Deaf Bowling News

By CONSTANTINO "Connie" L. MARCHIONE, Bowling Editor

THE DEAF AMERICAN's first All-America Deaf Bowling Team is cautiously selected from deaf bowlers for their feats achieved in leagues or tournaments during the 1970-71 bowling season which began August 1, 1970, and ended July 31, 1971.

This is the first All-America group and annual selections will follow. We are starting selections with deep respects to the deaf bowlers of the past, namely Pete Samolis, Alfred Gardner, Fred Zieker, Harry Ford, Andrew McGrath, Clyde Williamson, Byron McDaniels and many others who starred and deserved selection in their heyday.

All-America Deaf Bowling Team, 1970-71 Season

1. ROBERT COKER, Tolano, Ill.
2. TRUITT L. DUNAGAN, El Monte, Calif.
3. CASIMER PODGORNIAK, Syracuse, N.Y.
4. WAYNE MATTI, Portland, Ore.
5. WILLIAM R. JOHNSON, Minneapolis, Minn.

ROBERT COKER, a 25-year-old grocery clerk, has been averaging in 200s and made the best showing ever by a deaf bowler in an American Bowling Congress annual tournament. In the 68th annual ABC Championships at Cobo Hall in Detroit, Coker knocked down a total of 1887 pins for a six-way tie for 73rd place, cashing in for \$232.00. This included his 642 score in the singles event, to placing 414th for a \$45.39 prize.

Coker had bowled part of the total with a borrowed ball. On Sunday night, Bob rolled a respectable 596 total in the team event and later went to a bowling outing at a Detroit deaf club where he lost his bowling ball. The next day he borrowed a ball from a deaf friend and did better with a 649 in the doubles event, and followed that with the 642 series in the singles event for his 1887 all-events total.

All ABC tournaments have been held in convention halls or sports arenas in major cities with lanes installed solely for the tournament and removed after completion. No bowling practice has been allowed on these lanes. Many deaf bowlers have bowled in past ABC tournaments but none, not even the great Pete Samolis, Byron McDaniels or the others, bowled as superbly as Coker did. Prior to Coker's remarkable feat, the best showing in any ABC tournament was the 678 series in the singles event by Raymond Hage of Aurora, Ill., in the 1970 ABC tournament in Knoxville, Tenn. Hage was in a four-way tie for 48th place for a \$300 prize.

Robert Coker's feat deserves a nomination for the American Athletic Association of the Deaf's 1971 Athlete of the Year Award.

Bob entered deaf tournaments and singles classics and while receiving no handicap for his 200 average, he placed in the money in some of them. Once he finished in a tie for first place and instead of a rolloff, he divided first and second place money with the other bowler.

TRUITT L. DUNAGAN, a genteel and likeable bowler from El Monte, Calif., entered his second World's Deaf Bowling Championship tournament and came out one notch better than his first entry in 1966 when he was runnerup for the \$500 prize. On July 4, 1971, in the seventh annual World's Deaf Championship in South San Francisco, Calif., Dunagan won the \$1,000 first prize by defeating Percy Burris, Elgin, Ill., in the finals.

In winning, Truitt averaged 196 for the 25 games in this tournament. In his middle fifties, he wanted to win it before he got too old. Placing second in his first World's Deaf Championship was a disappointment because after being seeded into the finals, he bowled three steady games in the 190's (enough to beat the six other champions scores including his own) but lost to Lyell Van Ness of Fresno, Calif., who had a flying start with 214 and 258.

A product of Texas School for the Deaf and married for 27 years, Dunagan lives with his wife, Margaret. They have a

26-year-old son who lives in Pueblo, Colo. Dunagan has been bowling for 27 years in Texas and California. He had a lifetime high average of 185 in a Fort Worth (Texas) major league in 1952 and also a high series of 678 in the same league. After moving to California in December 1953, his highest game of 268 was bowled in El Monte in 1966. He is working as an all-around man in a dry cleaning plant, a trade in which he has spent 32 years.

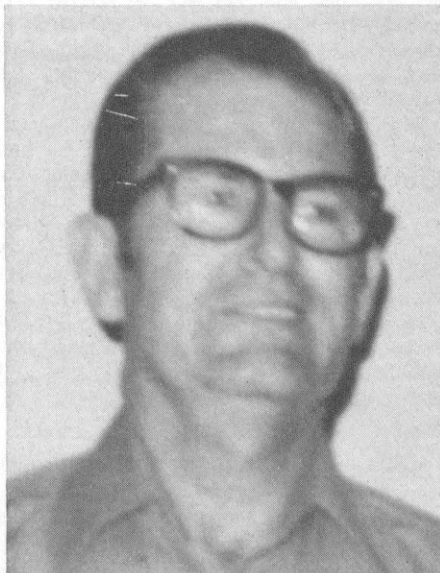
Besides bowling and placing in singles classics, in the California State Tournament Dunagan teamed with Bob Broomfield of South Gate, Calif., for the best deaf doubles showing, 16th place for \$320. Dunagan rolled 191-232-192 for 615 while Broomfield added 631 from games of 171-223-237. Their total of 1246 plus 110 handicap was 1356.

CASIMER PODGORNIAK of Syracuse, N.Y., an old pro with 34 years of bowling, has placed high in both the Great Lakes Deaf Bowling Association and Eastern Association of Deaf Bowlers tournaments within a two-week span. He rolled 659 actual pinfall for second place in the actual pinfall singles event and with six pins handicap placed fifth in the handicap singles event in the GLDBA tourney at Rochester, N.Y., on April 16-18, 1971. He tied for fifth in actual pinfall all-events with a 1747 total. Two weeks later, on May 1-2, 1971, in the EADA tourney at Albany, N.Y., Casimer rolled 661 actual pinfall to top the actual singles event and again with his six pins handicap placed fourth in the handicap singles event.

With a 662 score in the team event and 575 in the doubles, along with his 661 in singles, Casimer totaled 1858 to top the actual all-events. For the two tournaments he averaged over 200 for the 18 games.

Podgorniak attended Sacred Heart School in Syracuse and Rochester School for Deaf, leaving in 1936, and is now in his middle fifties. He is married to former Genevieve Leucz of Milwaukee, Wis., and has a 15-year-old daughter, Julia. He has worked for a ball bearing company for 14 years. In bowling Casimer had a lifetime high league average of 204 in 1966 and has bowled 290 games twice. His highest series was 733. His average had dropped due to bursitis which developed when he lost his balance chopping icicles off a roof.

On April 29, 1970, Podgorniak was honored with his picture and a story in the WORLD OF TEN PINS, a Syracuse bowling paper, for being elected to the Hall of Fame in New York State Association of Deaf Bowling.



NEW WORLD'S DEAF CHAMPION—Truitt L. Dunagan of El Monte, Calif., bowled 196 average for 25 games in two days and defeated Percy Burris in the finals in the World's Deaf Championship tournament at Milbrae July 3-4, 1971.

WAYNE A. MATTI of Portland, Ore., was selected for his record-winning in the 11th Pacific Coast Deaf Masters at Stockton, Calif., on May 29-30, 1971, averaging 197 for the 12 games in match play. After having placed 21st in the qualifying round with a 744 score for four games, Matti won his first four matches going into the semifinals of the winner's bracket against the defending champion, William Cozad of South Gate, Calif., who had also won all his four matches. Cozad bowled his first defeat and went down to the losers' bracket while Matti went to the championship finals to await the winner of the losers bracket. Cozad bowled his way back into the finals and Matti closed out with a 205 for 394 total against Cozad's 330 total in the championship finals.

For his efforts, Matti won a total of \$568.00 in prizes and having won the Pacific Coast Deaf Masters before in 1967, he joins Bob Broomfield of South Gate, Calif., and John Carrito of San Jose, Calif., as the only two-time winners of this prestige event of the Pacific Coast Deaf Bowling Association.

Matti is married and lives with his wife, Helen, who was expecting at that time. Quite an incident — they were expecting in 1967 when Wayne won his first tournament.

A bowler averaging in the 170's, Matti also placed 12th in all-events in the 30th annual Pacific Coast Deaf Bowling Association tournament. He was re-rated to a higher average in the World's Deaf Championship and failed to qualify although he qualified in the companion event, the scratch eliminations, but was eliminated in the first round.

WILLIAM R. JOHNSON of Minneapolis, Minn., winning over Billy Basham of Wichita, Kans., Basham for the fifth selection was the only deaf bowler in the 1970-71 season to win a pair of \$500 deaf singles classics, having won the Kansas City Singles Classic on October



All America team member CASIMER PODGORNIAK of Syracuse, N.Y., rolled 659 in the GLDBA singles event and 661 in the EADB singles event. He also had 1858 in the all-events in the EADB for the third highest score in the nation for deaf bowlers in 1970-71.

24, 1970, and the Omaha Club Singles on May 8, 1971. Johnson bowled the top three-game score of 713 for the 1970-71 season.

On March 23, 1971, in a Minneapolis hearing league bowling with a deaf team, Bill Johnson led off with games of 213, 255 and 245 for a terrific 713 series. In the process he collected 10 strikes and 2 spares in his 255 game and 10 strikes and 2 splits in his 245 game.

This was the only 700 he bowled. Johnson's highest game was 258 and he had a 185 average in the 1969-70 season. He won the \$300 Omaha Club Singles Classic in 1969. A product of Minnesota School for the Deaf (1945) and an upholsterer with 25 years in the trade, Johnson has been bowling for over 10 years. He entered the World's Deaf Championship but failed to qualify. He also entered and qualified in the scratch eliminations but was eliminated in the second round.

Honorable Mention

Besides BILLY BASHAM of Wichita who leads this list, there are others deserving mention for their bowling feats during the 1970-71 season.

Seems that March is the month to bowl a 700 series, the lofty plateau in bowling. It began on March 4 when STEWARD JOHNSON of North Hollywood,

Calif., put together games of 222, 201 and 278 for 701 in a hearing league for the first 700 of the 1970-71 season. This was shortlived, as on March 11 DALE KONING of Kalamazoo, Mich., rolled games of 256, 245 and 204 for 705 till William R. Johnson came along with his 713 on March 23.

It was the second 705 series for Koning, a hard of hearing bowler who attended an oral school in Kalamazoo. His first one came on December 20, 1967, and included a 263 game. Dale, who had a 187 average in the 1970-71 season, has been bowling since 1958. He won the Chicago \$500 classic in 1963.

In the GLDBA tournament in Rochester, R. GERICH of Cleveland, Ohio, bowled 695 actual to lead the actual singles and a 1877 total to top the actual all-events. He also led the handicap singles with 724 and was second in handicap all-events.

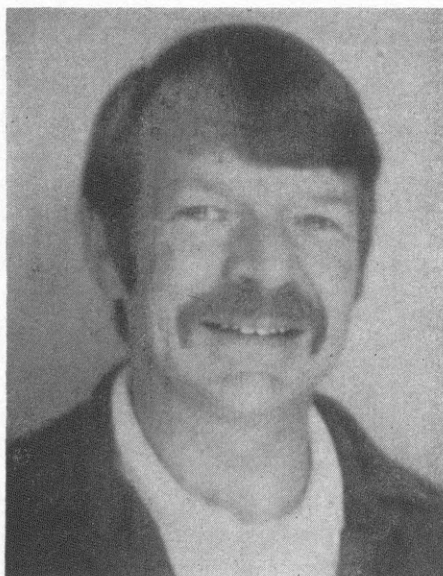
In a hearing league on February 15, BILL HOPFER of Saugus, Calif., rolled games of 233, 244 and 214 for 691 to lead the nation till Steward Johnson's 701.

The highest game of the 1970-71 season was a 297 rolled by ROBERT GRINDE of Glendale, Calif., in the Greater Los Angeles Deaf Singles Classic at Hollywood Legion Lanes on April 17. After stringing 11 strikes in row, Bob went in too light on the 12th toss leaving the 5-8-10 split. He got an 11-in-row award from ABC for his effort.

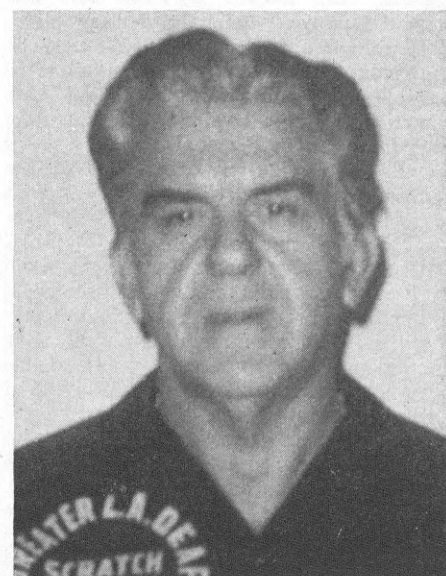
The second highest game was the 279 by HARRY STORM of Geneva, Ill., in winning the Hammond (Ind.) \$500 Singles Classic on September 26, 1970.

In the EADB tourney at Albany, FRANK BALLO of Long Island, N.Y., rolled a total of 1854 to place second behind Podgorniak's 1858 in the actual pinfall all-events.

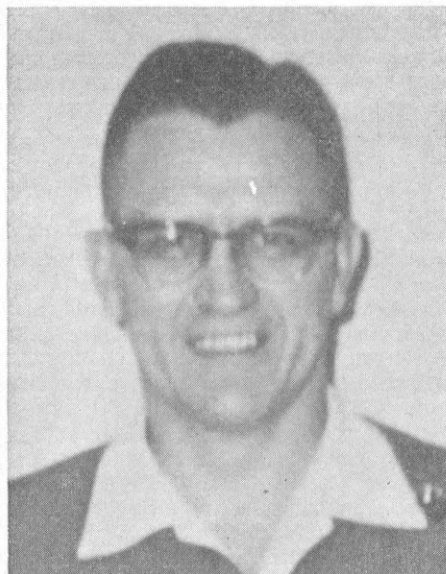
For the best four games score of the season HOWARD ALLIMAN bowled a total of 873 to place second (with handi-



Named to the All America Deaf Bowling team, WILLIAM R. JOHNSON of Minneapolis, Minn., turned in games of 213, 255 and 245 for a 713 series to top the nation's deaf bowlers for the 1970-71 season. Score was bowled on March 23, 1971.



First to bowl a "700" series during 1970-71 was STEWARD JOHNSON of North Hollywood, Calif. He rolled a 701, including a big 278 game on March 4, 1971. Last year he won the PCDBA singles event with 616 and all-events with 1817.



Second to Dunagan in the World's Deaf Championship, PERCY BURRIS of Elgin, Ill., is a member of the Aurora Club which holds the record high team game of 1125 and a series of 3035 in the 1968 GLDBA. He chairmanned the Chicago \$900 Singles Classic.

cap) in the Toledo Deaf Club's \$600 Classic. Alliman, who lives in Toledo, Ohio, bowled this score on February 13. On November 14, 1970, Alliman won the Dayton Deaf \$500 Classic.

In the Pacific Coast Deaf Masters qualifying round, BERNARD CASTALINE of North Hollywood, Calif., had a record-breaking 859 with a 265 game. ROBERT BROOMFIELD of South Gate, Calif., also broke the old record of 847 with a 852 in this tournament. Broomfield had the highest average of 201 for 12 games of match play while placing fifth. He bowled several four-game 800's in leagues and classics and in one month's time he rolled 677 (three games), 838, 650 and the 852.

While receiving no handicap due to his high average, JOHN JUDNICH of Detroit, Mich., rolled a four-game 844 total to take the Pittsburgh \$500 Classic. Judnich also starred in the matches against the Swedish deaf bowlers with games of 219, 234 and 182 for 635. He had the high actual nine-game total of 1783 in the World's Deaf Championship in South San Francisco last July.

All scores mentioned in this story were bowled under American Bowling Congress sanctions, meaning that all are genuine. However, the biggest disappointment of the season goes to JOHN CARRTO of San Jose, Calif., who on August 16, 1970, entered a hearing tournament in Watsonville, Calif. He rattled off games of 218-300-227 for 747 and slumped to 162 in his fourth game for 909 total to place sixth on the prize list. He was elated with his 300 game and thought he was the first deaf bowler on the West Coast ever to roll one in sanctioned competition. His elation turned to dismay when he found out that the tournament was not sanctioned by the ABC and even though his 300 game and 747 series were bowled under tournament conditions, we can not accept the scores. Although it was not

sanctioned, his 300 game is the first by a deaf bowler in Northern California. Carrto also has the distinction of being the only deaf bowler to have bowled two unsanctioned 300's. He had one in a practice game on a pair of lanes prior to a singles classic in Los Angeles in 1964. So he is the only deaf bowler ever to bowl a 300 each in Northern and Southern California.

For the highest team score of the season, the Bridgeport Deaf Club team of Bridgeport, Conn., bowled a 2957 total in EADB Tournament at Albany. Right behind them was the 2939 score made by the Garden Bowl team in the GLDBA Tournament in Rochester. The Bridgeport team consisted of John Virgadola, Manley Grant, David Lawrence, Edmund Nazzara and Ronald Taber. The Garden Bowl of Detroit team was composed of Alex Radanovich, Dom Zito, Jr., and the Traynor brothers, Bernard, Stanley and Walter.

While the top two-team scores were bowled in tournaments, the top deaf team score in a league is the 2909 made by the Toledo Deaf Club in the Reynolds Corners Recreation 875 Metro Traveling League. Toledo Deaf Club also had the top single team game of 1048. WARREN BURFORD's 267 and 659, S. BLESINGS' 235 and 640 and D. FATELY's 222 and 606 powered the 1048 and 2909 scores. Burford rolled a 277 in another league.

In the World's Deaf Championship, PERCY BURRIS of Elgin, Ill., the runnerup, was the highest total bonus points and pins scorer and unseeded to the finals where he lost to the champion, Truitt Dunagan. Burris was chairman of the Chicago Club Singles Classic which had \$900 for first place won by M. Benckendorff of Illinois. This classic drew over 200 entries and the \$900 prize was the largest ever for a singles classic.

Honorable Mention for Women

As we do not have very much information on women's tournaments and classics, and even leagues, we mention only those who deserve recognition for their feats.

In winning the \$400 Orange County Singles Classic, KATHERINE OSHIRO, a transplanted Hawaiian living in Sun Valley, Calif., became the second deaf woman ever to win a singles classic open to both men and women. She scored 794 actual plus 98 handicap for 892 on November 7, 1970, to win by a wide margin. She also won the Riverside Ladies Singles Classic and placed in others.

Ladies who won ladies' singles classics: PENELOPE HENDEE of Chicago; GLENDA KING of Royal Oak, Mich.; IRENE KRONICK of Forest Hills, N.Y.; INEZ ADAMS of Portland, Ore.; PATRICIA PAULEY of Centralia, Mo.; AGNES BLESSINGS of Toledo, Ohio; EVELYN MORGAN of Mansfield, Ohio; MARY BELLE SOWA of Chicago; ALBERTA HILMAN of Council Bluffs, Iowa; JUDY

PIGOTT of Long Beach, Calif., PHYLLIS TAYLOR of Omaha, Neb., MARGUERITE SPRINKEL of Dearborn Heights, Mich.; and SHARON COOK of Cottage Grove, Minn.

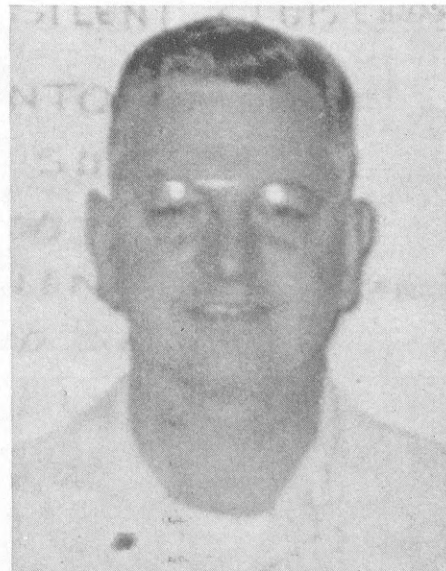
In a Denver league at Celebrity Sports Center, CAROL MOERS, a 163-average bowler who has been bowling for six years, bowled her first "600." She put together games of 182, 232 and 200 for a 614 total.

If we unavoidably left out someone more deserving to be on the All-America team or rating honorable mention, it is because we did not know. The deserving bowler or his friends should immediately notify this writer when he or his team made any high scores and submit proofs like copies of the recap sheet or news clippings. Some of the deaf tournament secretaries or deaf classic chairmen were lax in sending in the scores and highlights. We need scores of each game bowled in the high series, not just the high series. So it is up to the individual and his or her friends.

The Deaf Tournament Highlights

Of all the singles classics held in the 1970-71 season, the Chicago Club of the Deaf Singles Classic, chairmanned by Percy Burris, offered the largest prize ever, \$900.00 for first place. This classic held at Skokie on May 29, 1971, drew the largest entries of all deaf singles classics, a little over 200 bowlers. M. Benckendorff nosed out Charles Musgrove, Rockford, by a single pin, 872-871, including handicap to pocket \$900.00. Musgrove received \$450.00 for second place.

Two new singles classic made their debuts, the Motor City Association of the Deaf \$500 Classic won by Howard Shuping of Akron, Ohio, and the Little Rock (Ark.) \$400 Classic won by Jack Adkisson of Muskogee, Okla. They drew



Holder of the highest three-game series of 752 made in 1963, ROBERT BROOMFIELD of South Gate, Calif., had several four-game 800 series including an 852 in the 1970-71 season. Bob averaged over 201 in the last two Pacific Coast Deaf Masters, placing second last year and fifth last May.

79 and 66 entries, respectively, in first annual events.

On April 17-18, 1971, the 35th annual Great Lakes Deaf Bowling Association held at Rochester, drew 124 teams, thus drawing over 100 teams for the sixth consecutive year and also over 120 teams for the fifth consecutive year. The doubles event drew 295 entries, singles 590 and all-events 577 entries. A grand total of \$11,827.00 in cash prizes was distributed.

This tournament was held in the 80-lane Olympic Bowl and at the same time the American Deaf Women Bowling Association held its 24th annual tourney in the 48-lane Gates Bowl. In all, 620 deaf men and 260 deaf women bowled.

Detroit's Garden Bowl team rolled a new all-time record handicap score of 3175 to win the \$1,100 first prize in team event. This team also added \$425 more for being the runaway winner in the actual pinfall with 2939.

A pair of New Jersey bowlers, S. La Borre and Charles Bronder of Paterson, bowled 1203 plus 123 handicap for 1326 to collect \$400 handicap doubles prize. J. Spencer and Mike Fazone of Rochester rolled the high actual pinfall of 1242 to take the trophies and \$175 prize. Cleveland's R. Gerich bowled a torrid 695 to grab the trophy and \$85 prize in actual singles and his handicap score of 724 netted him the \$200 prize. Gerich also took the actual all-events with 1877 total pinfall second highest for the deaf for the season; but Victor Bittner of Cleveland helped by a hefty handicap, scored 2017 total to take the \$65 prize.

The Southwest Deaf Women Bowling Association held its fifth annual tournament at Dallas and 15 teams entered. Houston captured first place with a 2967 handicap score. The doubles duo of West and Holloway rolled a handicap total of 1197 to place first. Singles event went to Lorenz with a 617 handicap total and the all-events went to Oglesbee with a



Elected to the PCDBA Hall of Fame, EDWARD VOLLAND, now of North Reno, Nev., started the Mt. Diablo Club Singles Classic and was chairman for 14 years. He bowled the all-time high 4-game series of 947 in a league in 1965. His club dedicated its World's Deaf Championship program book to him.

1843 handicap total. Oglesbee had the high actual series of 536 and Glenn the high game of 204.

Due to lack of correspondence, we do not have complete information on Eastern Association of Deaf Bowlers' 25th annual tournament at Albany, N.Y., on May 1-2. Information was picked from hither and yon.

Aside from the historic participation of the Swedish teams in this tournament, the Bridgeport (Conn.) Club team scored the national high actual pinfall of 2957 to take first place for the actual pinfall prize of \$500. Bridgeport also placed first in the handicap team event with 3107 for the \$1,000 prize. The Buffalo tandem of E. Bienak and H. Swartout scored 1228 actual pinfall and 1348 with handicap to take both the \$90 actual doubles and \$375 handicap doubles prizes.

Old pro Casimer Podgorniak took the actual singles with 661 for \$50 and actual all-events with 1858 (third highest in nation) for \$28. Paterson, N.J.'s S. Trentacosta nosed out by Podgorniak by a single pin in actual singles with 675 total for \$190. New York City's R. Perrone scored 1923 handicap total to take the handicap all-events \$70 prize.

On May 29-30, a record 50 teams entered the 30th annual Pacific Coast Deaf Bowling Association tournament at Stockton. Entries in other events also broke the old records. Oakland Silents "C" team scored 2701 actual pinfall plus 383 handicap for 3084 total to win the team title and \$550 prize.

The Las Vegas duo of Harry Van Poucke and Johnny Siders rolled a 1288 handicap total to take the \$270 doubles prize. This was second straight victory for Siders. Stockton's Bert Smith took the handicap singles with 693 for \$150. Ernie Berstoff of Spokane, Wash., topped the handicap all-events with 1937 for \$70. William Booth of Freemont, Calif., had the high actual series 649 rolled in the team event and Mike Korach of Hermosa Beach, Cal., the high game of 257. Curtis Van Denburg of Norwalk, Cal., led the high actual all-events score of 1792.

The 11th annual Pacific Coast Deaf Masters, the prestige event of PCDBA drew a new record of 131 entries. Bernard Castaline of North Hollywood led the 31 qualifiers with a record breaking 859 four-game series with a 265 game included. Bob Broomfield, South Gate, Cal., also broke the old record with 852. Truitt Dunagan, El Monte, Cal., and Charles Gallagos, Hayward, Cal., scored 836 each while Charles Tanaka of Honolulu, rolled an 804. The low to qualify was a record 730.

In the match play round, Wayne Matti of Portland, Ore., who qualified in 21st place with a 744, swept all his matches as did likewise last year's champion, Bill Cozad of South Gate, who was seed-

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ed to 32nd spot. In this match Matti defeated Cozad putting him in the losers' bracket. Meanwhile in the losers' bracket, Denver's Fred Schmidt, after a tough loss in the first round, averaged 206 in his next six matches before faltering in his losing match against Cozad. His loss put Cozad back in the championship finals against Matti. Matti, who closed out strong with a 205 for 394 total, ended Cozad's valiant try to be the first two straight Deaf Masters champion. In winning the Masters championship and \$568 in prizes, Matti averaged 197 for his 12 games. Schmidt placed third while averaging 200 for 16 games. Dunagan placed fourth and Broomfield fifth after two tough losses to Dunagan. Broomfield averaged 201 for 12 games and that along with his 205 average last year put him in for an over 200 average for two years in this tournament. Harold Blakely, Portland, Ore., averaged 210 for six games in winning three matches but averaged 199 for 10 games placing seventh.

At the awards night, Edward Volland of North Reno, Nev., was elected to the Pacific Coast Deaf Bowling Association Hall of Fame and Arlie Taylor of San Leandro, Cal., was honored as 1970 Pacific Coast Deaf Bowler of Year for his 710 series in the PCDBA tourney and winning a couple of singles classics. The 1972 tournament will be held at Spokane, Wash.

On June 4-5, the 21st annual Dixie Bowling Association of the Deaf tourney was held at Roebuck Lanes in Birmingham, Ala. Herb & Harry's Union 76 team of Birmingham scored 2899 total to capture the \$400 prize. Sam Rittenburg, Birmingham, and James Bradley of Atlanta, totaled 1274 to take the \$170

doubles prize. Mike Vittitow of Louisville, Ky., scored 679 for the \$100 singles prize and 1906 handicap total for the all-events prize of \$50. Howard Chapman of Birmingham had the high actual all-events score, 1629.

Due to a misunderstanding, there was no Midwest Deaf Bowling Association Tournament in 1971 and the 1972 tournament will be in Minneapolis.

We regret not having the results of the other bowling association and the ladies' bowling associations and hope they will send in their 1972 results for next year's story.

On July 2-4, the National Deaf Bowling Association's Seventh World's Deaf Bowling Championship drew a record 144 entries in Kings Bowl in Milbrae, south of San Francisco. The tourney, hosted by Mt. Diablo Club of the Deaf, was the best ever held. The chairman, David Daviton, and his committee had everything well-prepared and were dressed in easily noticed red, white and blue jackets. The floor show was excellent for two nights. The NDBA's Seventh World's Deaf Championship was won by Truitt Dunagan of El Monte, Calif., over Percy Burris of Elgin, Ill. Both were somewhat tired, as their scores showed, 566 to 554 including handicap.

In the semifinals, Dunagan, Blasi and Spears were to bowl two-game round robin matches with the highest scorer going into the finals to face Burris. Dunagan was hot with 230 and 229 games plus handicap for 485 against Blasi's 342. Spears also beat Blasi, 400 to 393, and outscored Dunagan, 361 to 350, but Dunagan had the highest total score of 835 to go into the finals. Spears placed third for \$300 and Blasi fourth for \$200.

In the championship finals, Dunagan rolled 177, 147 and 188 plus 54 handicap for 566. Burris had games of 166, 156 and 163 plus 69 handicap for 554. Dunagan won the \$1,000 first prize and Burris had to be content with \$500 second place prize again. It was the second \$500 second place prize for Burris as in 1967 he moved up from third place to second when the second place bowler was disqualified for using an improper average. Burris had bowled in all seven World's Deaf Championships while Dunagan was in his second one. Dunagan was one notch better than in his first one in 1966 in Los Angeles when he lost out to Lyell Van Ness of Fresno, Calif., in the finals to place second for \$500.

In the companion tournament, the scratch one-game elimination, Jerry Mullenix and William Booth, both from Fremont, Calif., faced each other in the finals and Mullenix nosed out Booth, 168 to 166, for the \$270 prize. Booth collected \$150 for second place. A record 87 bowlers entered this sudden death event with Hobert Smith of Detroit (the 1970 World's Deaf Championship runnerup) leading the 32 top qualifiers with a 793 scratch four-game total.

The host committee dedicated the tournament to Edward Volland who founded and worked in the club for many years and won the bid to host this tournament for his club. The National Deaf Bowling Association membership has approved a proposal to hold a national team, doubles, singles and all-events tournament along with the companion tournament. A host has not been found to sponsor all of them. The 1972 World's Deaf Championship will be in Rockford, Ill., July 1-3, 1972.

This tribute appeared in the program book of the annual World's Deaf Individual Bowling Championship:

WITH ESTEEM DEEP AND TRUE WE DEDICATE THIS . . .

To Edward Volland for his most wholehearted service and leadership in the bowling field and his unselfish fellowship among the people of deafdom locally, we hereby dedicate this souvenir program.

During the young days of East Bay Club for the Deaf, prior to the existence of Mt. Diablo Club for the Deaf (established in 1915), Ed felt the Bay Area club needed competition so he became the first president of a new club that used to have its regular monthly meeting at each charter member's house in turn for several years before Ed let the members use his late grandmother's cottage in Concord. As the membership list grew, the club finally found a permanent residence in Hayward.

Under his able guidance as the father of the club, he originated the Mt. Diablo Singles Classic in 1956 and had been chairman for 14 years until ill health forced him to retire on his doctor's orders in 1970! Because of his radiant personality and honesty for numerous years, he earned an enviable reputation for the club as he captained or bowled on countless teams in leagues and tournaments.

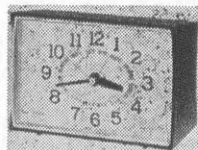
His highlights were five championships in team leagues since 1954, two Pacific Coast Deaf Bowling Association titles in 1962 and 1966, doubles championship of the PCDBA in 1949 and 1956, doubles championship of a city tournament in 1960, a 183 all-spare game in 1964 and a career-high sweeper of 211-258-225-253 for 947 plus 64 pins handicap totaling 1011 in 1965.

Ed served one term as president of the PCDBA in 1957 and was general chairman of

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the PCDBA host tournament at Hayward in 1967. Because of his wide-ranging experience in bowling he succeeded in winning the bid for the 7th Annual NDBA tournament for his club at the delegates' meeting in Portland, Oregon, at the time of the 1968 NDBA tournament. Prior to his retirement, he was about to be general chairman of this tournament but he settled for the post of assistant chairman to relieve himself of heavy chores.

The biggest thrill of his life was being elected recently with no opposition to the plaque with scroll of PCDBA and also a PCDBA Hall of Fame and being presented a scroll from the famed United Helms Athletic Foundation.

Today Ed is one of the two oldest bowlers in this area since 1938 who continue to knock down the pins. He is now limited to one bowling league a week and is presently residing in Reno, Nevada.

We, the committee, wish you, Ed, "Happy Bowling" and "Happy Retiring!"

Swedish Deaf Bowlers' United States Match Tour

We thought this could not happen but it did!

It all started when a Swedish bowler wanted to know how well his bowling team could do against the American deaf teams. So the only logical way to find out would be to arrange to bring his teams over to United States and bowl against them.

More than a year ago, the Swedish bowler, Christer Leljevahl of Stockholm, wrote to Jerald Jordan, then a board member of CISS, to inquire if any American cities had teams of deaf bowlers interested in competing against his two Swedish teams. Thereupon Jordan promptly selected Harvey Ellerhorst of Detroit, and another bowler in New York City to correspond with Leljevahl. Jordan himself took care of the Washington, D.C., part. Ellerhorst was elated over the idea and got permission from his club, Detroit Association of the Deaf, to invite Leljevahl and his bowlers to Detroit for matches. A year's correspondence followed in planning and arrangements.

Midway through the planning, Leljevahl met Reuben I. Altizer of Arlington, Va., who stopped in Stockholm on his way to Russia, and complained that he had never heard from anyone in New York City. Upon his return home, Altizer got in touch with Walter Schulman who started the ball rolling for the New York City part.

On April 29, 1971, eleven bowlers and five tourists left Stockholm by air for New York City. Then they traveled to Albany, where on May 1 deaf bowling history was made when the two Swedish teams participated in the 25th annual Eastern Association of Deaf Bowlers tournament. This marked the first time a foreign deaf team or teams took part in a deaf bowling tournament in the United States.

The I. K. Hephata I team with Sten Gradin's 587 including a pair of 200's and Bertil Baath's 586 and a 216 supplying the firepower, rolled 2634 actual score plus 165 handicap for 2799. The 2634 score placed sixth in actual team event and the 2799 placed 22nd in handicap event, good for a total of \$40 in prizes.

The other team, I. K. Hephata II, had

bowled well with Antonin Juda being the high man with 216 and 541 but their actual score of 2579 plus 198 for 2777 fell short of placing in the money.

On May 2, the group flew from New York City to Detroit where the DAD welcomed them with a dinner and souvenir gifts. The next day the hosts took the Swedes for tours of the Ford Motor plant and the next day to Stroh's Brewery and Windsor, Canada.

For the team matches, Detroit lined up six different teams, giving 30 bowlers a chance to bowl against the Swedes. On the evening of May 3 before a large crowd at ThunderBowl Lanes, the matches opened with Hephata I winning from Detroit I and Detroit IV defeating Hephata II. Gradin was again the high man with 550 and Baath closed with a 225 as Hephata I scored 912 in the final game for 2581 against Detroit I's 2493. Bernard Traynor's 214 and 542 had better support in Detroit IV's score of 2488 against Hephata II's 2455 with Gunnar Hogstrom's 545 and Nils Larnefeldt's 220.

The next day, the Swedes showed fatigue from the tours and bowled poorly as Detroit II and V defeated Hephata I and II, respectively. John Judnich showed the Swedes how he got his 193 average last year by rolling scores of 219, 234 and 182 for 635 while Harvey Ellerhorst chipped in 206 and 223 for 580 as Detroit II scored 953 in its middle game and 2585 total against Hephata I's 2436 with Krister Karlsson's 222 and 536. Abe Simon's 559 was high for Detroit V's 2526 against Hephata II's 2415 with Nils Larnefeldt's 553.

Perhaps apologetically, Leljevahl explained that they were very tired from

the tours and they were not used to touring and staying up late as they live a quiet life in Sweden. (Author's note: European bowlers take their bowling more seriously than we do. They believe in rest and conditioning prior to bowling.)

On the third day, Hephata I bounced back with Leljevahl leading the way with 523 for 2546 but Detroit III scored 2609 with a pair of 561's each by Richard Dziklinski and Stanley Traynor. Dziklinski had a pair of 200's while Traynor had a 212. Dale Martin's 549 helped Detroit VI to 2454 over Hephata II's 2415 with Olle Lindgren's 210 and 515.

In the closing match, it was decided to bowl one game with Sweden's five best men against Detroit's best five men. Larnefeldt's 178 and Leljevahl's 173 helped Hephata outscore Detroit 821 to 803. As to Leljevahl's statistics, Hephata won this game as they collected 16 strikes to Detroit's 9.

For the three days, Detroit won a total of 15 games and Sweden 10.

On May 6, the Swedish group left Detroit for Washington, D.C., by air. In the Washington area, Jerald Jordan arranged to have the Swedes stay in the homes of some people and had a Gallaudet bus transport them to the Mall. The Metropolitan Washington Association of the Deaf and the Potomac Silents Club sponsored an International Dance in their honor at Marriott Twin Bridges Motor Hotel on Saturday night, May 8. Mr. and Mrs. Jordan were picnic hosts to the Swedes at their home Sunday evening.

On Saturday, May 8, I. K. Hephata team bowled against Metro Club in three-game round robin matches with

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the Peterson point system. Although the matches were split 15-won and 15-lost, Metro Club outscored Hephata 5223 to 4935 in total pins and 111.18 points to 105.80. Leljevahl won his three games, scoring 545; Baath had a 228; Juda a 204; Henry Johansson a 208. Calvaruso was the top gun for Metro Club with 574, followed by Zarembka with a 237 and 569.

The tourists left Washington for New York City on May 11. On the next day they bowled against two teams from the New York Spoilers League at Midcity Lanes. Hephata I beat Spoilers I, 2450 to 2367, with Larnefeldt closing with a 202 for 560 and Leljevahl opening with a 222 for 549. Charles Bronder opened with 200 and 233 but slumped to 143 in the losing effort. Meanwhile, Somera, with a 208 middle game and 519 total, helped Spoilers II defeat Hephata II. Rune Nykvist was tops for the losers with 491.

This memorable visit ended when the Swedes flew back to Stockholm on May 13. The leader, Christer Leljevahl, age 52, was satisfied and glad these bowling matches had become a reality. He felt that some of his bowlers were bowling poorly as they were not accustomed to the tours and the fast pace of American life. He was impressed with the large number of lanes in each place they bowled. At home, he said, he had never seen a place with more than 24 lanes.

All the games in the matches were bowled American style, alternating each frame on a pair of lanes. The Swedes were more accustomed to bowling European style, bowling an entire game on one lane like Americans do in practice or open bowling, or bowl first five frames on one lane and move to the next lane for the last five frames.

I. K. Hephata represented by the Swedish bowlers is an athletic organization named Idrottsklubben Hephata of Stockholm. It sponsors, beside bowling, sports like board tennis, handball, football, swimming, skiing and volleyball. Perhaps they were surprised that American deaf bowlers do not belong to organizations other than deaf clubs and that we do not condition ourselves to this sport as athletes do.

Detroit, as Harvey Ellerhorst says, is planning to send a team or two to Malmo, Sweden, for a rematch in 1973 during the World Games for the Deaf.

Reuben I. Altizer, executive director of the American Deaf Movement, suggests a bowling tour to Europe next year. He may be able to find out if there are deaf bowlers in European countries other than Sweden.

The writer is grateful to Harvey Ellerhorst who contributed the Detroit account; to Reuben I. Altizer for the Washington part and to the captain and leader, Christer Leljevahl of Stockholm, who furnished the statistics and scores of every game on the tour.



COMMITTEE—Thanks to these ladies and gentlemen, the seventh annual World's Deaf Bowling Tournament of the National Deaf Bowling Association, hosted by Mt. Diablo Club of the Deaf, was the best ever held. Wearing attractive red, white and blue striped jackets are the following members of the Tournament Committee. Front row (left to right): David Davitson (general chairman), George Turner (entertainment), Donald Ingraham (advertising and souvenir program book), Dominick Ponsetti (trophies), and Charles Martucci. Middle row: Colleen Daviton, Dorothy Turner, Delores Courtright, Kay Hirano, Barbara McKean, Patti Mahaffey, Jeanette Daviton (general chairman of women's meet), Lucy Bearre and Phyllis Vidicki (tickets and registration). Rear row: Ed Volland (assistant chairman), Lou Pandula, Ray Vidicki, Francis McCracken (publicity), John Hickerson, Guy McKean and Ronald Hirano. Absent: Albert Ingraham and Dave Hecht.

VIII World Winter Games For The Deaf

The VIII World Winter Games for the Deaf will be held at Lake Placid, N.Y., February 9-15, 1975, sponsored by the Comité International des Sports Silencieux (CISS). CISS is an affiliate of the International Olympic Committee and the Federation International de Ski, both of which offer their moral support in promoting the goals of the CISS which in turn controls the VIII Winter Games.

The VIII Winter Games, to be hosted

by the American Athletic Association of the Deaf, will attract approximately 200 deaf athletes from the Scandinavian countries, the European Alpine nations, Canada, Japan and the United States.

The variety of competitive events includes the downhill, the slalom, the giant slalom, cross-country, ski jumping and speed skating. Figure skating and ice hockey exhibitions may be held.

The Winter Games have been held every four years since 1949. The United States Deaf Ski Team entered the Winter Games in 1967 for the first time. Adelboden, Switzerland, was the site of the most recent Winter Games held in January 1971.

Simon Carmel of Rockville, Md., was elected chairman of the U.S. Organizing Committee for the VIII Winter Games. He was the originator of the United States Deaf Skiers Association and initiated conventions in Utah and New Hampshire. He is currently the eastern vice president of this association. He was coach of the USA Deaf Ski Team for the VI Winter Games held in West Germany and was the team director for the VII Winter Games held in Switzerland. He is now the national chairman of the Deaf Skiers Committee, an affiliate of the United States Ski Association.

Also on the committee are James Rogers III, Saranac Lake, N.Y., coordinator; John F. Levesque, Monson, Mass., publicity director; Mrs. Judith Williams, Landover, Md., associate publicity director; Donald Fields, Hackensack, N.J., Winter Games director; James Stern, New York, N.Y., and Dominick Bonura, Brattleboro, Vt., assistants to Winter Games director; Robert Bergan, Silver Spring, Md., finance officer; David Leigh, New York, N.Y., design director; and Miss Lois Hoover, Washington, D.C., technical design advisor.

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TOUCH FOOTBALL CHAMPIONS—Block G of Gallaudet College won the 1971 touch football championship in the Metropolitan Washington area. Left to right: Gary Burgess, Garland Miller, John Stockman, Ed Mohan, Alvin Leff, Gene Duve, Ken Olson, Ron Stern and Mark Nagy.

Block G Wins Touch Football Championship

By BARRY STRASSLER

A fitting climax to the successful 1971 Maryland Deaf Touch Football League season occurred on Sunday, November 14, 1971, when Block G receiver Ronnie Stern snared quarterback Gene Duve's 3-yard pass to vanquish MWAD in the fifth minute of the sudden death overtime period.

This opportunity presented itself when Duve attempted a 60-yard heave to Garland Miller who was closely covered by MWAD safety, Bill Ennis. A costly pass interference penalty was called against Ennis as he stumbled in the end zone, and Miller tripped over him. The ball was placed on the 1-yard line. Three plays later after MWAD pushed Block G to the 3-yard line, Stern dove for the ball on the ground and held onto it for the clincher.

The playoffs were hard fought down to the wire. Block G eliminated CBAD 12-6, thus avenging their only defeat of the regular season. CBAD quarterback Brian Brizendine was tossed out of the game for jostling the referee, thus out went the CBAD passing attack. In the Packer-MWAD jumped to a 12-0 lead against the 1970 defending champs on quarterback Chuck Buemi's two touchdown tosses, a 20-yarder to Gordon Bergan and a 55-yarder to Ed Leighton. Then under seige of a fierce Packer pass rush, Buemi attempted a jump pass, only to have 250 lb. Packer Bill Zacharisen slam into him

in mid-air. Suffering a hip injury, Buemi went out of the game and out of the playoffs, ending the MWAD passing attack. Packer quarterback Gene Kurtz hit Jim MacFadden on a 45-yard touchdown bomb, but that was all as the fired up MWAD defense let the Packers penetrate their territory only once during the second half.

In the third place consolation game, the Packers coasted on a 14-0 lead before CBAD scored two touchdowns late in the game. A botched up CBAD kick placement attempt preserved the Packers' 14-13 margin.

Junior Deaf Skiers To Compete

Under the auspices of the USEASA Deaf Skiers Committee, the Austine School for the Deaf's Jr. NAD Chapter will host the second annual Eastern Junior Deaf Skiers Championships at Maple Valley Ski Area in W. Dummerston, Vt., February 4-6, 1972. The championship event is open to skiers 11-17 years of age. Special arrangements will be made for those who are under 11.

The championship-event package fee will be \$8.00 per person. For more information write: Steve McInerney; Austine Jr. NAD Chapter, Austine School for the Deaf, 120 Maple Street, Brattleboro, Vt. 05301.

Regular season standings:	W	L	T	P	PF	PA
American Division						
Block G of Gallaudet	5	1	1	11	99	36
Metro-Washington Ass'n. of Deaf	4	2	1	9	114	65
Capital City Ass'n. of Deaf	1	6	0	2	57	118
National Division						
Hyattsville Packers	6	1	0	12	136	38
Capital Beltway Ass'n. of Deaf	3	3	1	7	73	95
Baltimore Silent Oriole Club	0	6	1	1	12	139
Playoff Scores:						
Block G	12	CBAD	6			
MWAD	12	Packers	6			
Packers	14	CBAD	13			
Block G	6	MWAD	0			
				(3rd place consolation)		
				(Championship)		

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N.A.D.

President's Message

Did you ever sit down and try to write a news column and find you had run out of all timely topics?

Well, this is how I feel for this month's column because after a hectic summer, and an overactive fall, it seems I just want to relax a bit and let someone else do the writing.

Unfortunately, this is impossible, and since Editor Jess Smith will be after me to contribute my monthly writeup, it seems no relaxing is possible.

It is not that I dislike writing, no, far from it. In fact, I enjoy doing so. However, I often wonder whether all this effort is really worth it. Does anyone read what is written? COULD I MAKE IMPROVEMENTS SOMEWHERE? How? In what way? Could this column be used to a better advantage? Or what? Just thinking.

As we near the time when our Home Office staff will move into the new building, it brings out the fact that plans must soon be formulated by our Public Relations Committee for an "Open House" once our staff has settled down and things are running smoothly. To try to celebrate at the time of moving or before we are settled would be foolish and would accomplish nothing. This event must be planned with care and many people will be involved in seeing that it is carried to a successful conclusion.

This month's column is going to deal on the art of asking questions and the important part they have in our lives, our work and our play.

When most of us were kids, I believe it would be safe to say that we learned a great deal by continually asking questions of everyone around us.

Look at your own children or grandchildren. Don't they ask questions? Now take a look at the teenager or older child who has been exposed to the chilling experience of getting an education under the present crowded, mass-produced methods employed in the majority of our schools where time, usually, cannot be given to individuals to develop their "thinking caps" or special skills. By the time these young people are men and women, they will probably have lost most of their desire and ability to ask meaningful questions or they will have learned that too many questions bother other people and they receive little or no attention. In addition, by the time we reach middle age (whenever that is), we are pretty well over the question-asking stage and perhaps unwilling to answer questions ourselves.

What I think is that we should never stop asking or answering questions because it seems one of the best and most rapid methods of learning, especially if the person you ask knows more about a subject than you do.

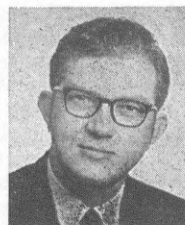
In our present day and age, with everything moving so rapidly, how can one possibly keep up without asking questions of those who are most familiar with the subject? No, you are not showing ignorance when you ask questions.

Samuel Johnson wrote: "Curiosity is one of the permanent and certain characteristics of a vigorous mind."

Questions are the backbone of knowledge. No matter how young or how old we are, we should never cease to ask questions. No one knows everything and we should acquire our knowledge from any possible source.

One good way to prevent becoming "stale" with advancing age is to keep an active mind. One good example of this is

DECEMBER, 1971



HOME OFFICE NOTES

By Frederick C. Schreiber

It has become the fashion to give important projects names. We have had Operation TRIPOD, Project DAWN, etc., so it seems appropriate to call the NAD's major undertaking OPERATION HOME SWEET HOME. In effect, D-Day, H-Hour, have come and gone, and as you read this, the Home Office is in its new home. But it wasn't easy. In December 1969, the Home Office packed up and moved from its first Washington, D.C., home, 2025 Eye Street, Northwest. When we first moved to Washington, we had a few miscellaneous items, books, files and mementos of the past history of our association. Not too much. But in 1969 it took two huge vans to take us from Eye Street to Silver Spring and the place we called home for the past two years.

THIS MONTH, IT TOOK MORE THAN THE TWO VANS to carry us the two short blocks from Bonifant to Thayer and a lot of anguish, tears, hard work and planning. Plus a large supply of aspirin. Everyone who has ever had to move knows that it is a chore, but when you have to move an office it becomes more than a chore; it is a nightmare. Our first problem was to redesign our new quarters. We used graph paper, the assistance of office furniture supply company personnel, horse sense, women's lib and not a small measure of dumb luck. Finally we had a layout that nobody loved but everybody felt he could live with. Our office manager, Terry Swegel, discussed everything—what colors will we have on the walls, how about new furniture? "We must have carpet on the floors." The Executive Secretary screams but is helpless before the onslaught of women's lib. So we come up with costs. As specified by the Executive Secretary, four lists were to be prepared: What we must have; what we should have; and what we would like to have insofar as furniture and equipment were concerned and the minimum costs of moving. And bit by painful bit the picture began to take shape. Moving costs would be \$28.00 per hour; carpet costs including padding and installation would come to \$3600; walls between \$4000 and \$6000; additional furniture, \$14,000 or more; more equipment for the print shop, \$5000. That, of course, is too much, and we retrench, back to the old drawing board and try again. Carpeting we must have, so the \$3600 has to stay in. But we can change the specifications on some of the office walls and bring the cost closer to the \$4000 figure than the \$6000 one. But that is \$8000 right there. Moving costs will be about \$500-\$600, the furniture we have will have to do and we will buy only such items that we need to fulfill the needs that we put off pending the move. Our "old" file cabinets will go to the grants, new file cabinets will be put into the NAD offices—the quotes on the "old" are there because the cabinets are not so old, only two or three years old,

Carl B. Smith of Indiana. He is continually keeping young by writing and asking questions.

If one continues to take an active interest in people, things, and above all, if he refuses to "think old," then he will be as productive as in his earlier years and more valuable because of experience.

Well, folks, why not give "question asking" a try and see if it doesn't make life more interesting and exciting? I'm still doing it myself and still learning. By the way, did you notice I asked some questions at the beginning of this column?

Hope to see you all in Miami Beach, Fla., in 1972.—Lanky.

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but the grants need more and the ones we have will match the ones they are using.

Cohen and Haft, the architectural firm that had occupied the space previously, has generously given us a considerable amount of equipment. They left us the drapes, the carpet on some of the office floors, book shelves and other kinds of shelving, some partitioning and a mass of odds and ends. But cleaning the drapes costs \$80. Expensive, but cheaper than buying new drapes. And now we are almost ready. The movers will provide cartons at 75 cents each. So we asked Safeway Stores to save food cartons. Seventy-five cents is a lot of money. The partitioning company wants \$1058 to paint the place before putting up new partitions. But that's high, so we will paint it ourselves. The office staff is excited, the girls during their lunch periods go over to look at their new home. Then we come back to problems again. Our print shop has no water, so we move it from its originally planned location to the center of the space. We have a sink, but the space is unwieldy. No plumbing is our problem, so we relocate the sink, change the size of the room to more satisfactory proportions. Our project directors are given their drawings so they can specify where their staff will have their desks, where telephones are to be installed. "But what about the TTY?" We have two TTY's, but with the size of the offices and the location of the grant suites, two TTY's are not enough. We will have to have five. We will get five different models, at least one model of all the models on the market, the Phonotype we already have, the Essco model we also have, we have none from Ivy Electronics, so we will buy one also. We have a Model 19 and a Model 32 TTY already, so we will get a Model 15, a Model 28 and a German model. In this way we can not only use them but also have them available for display when and if our members come to visit us. Now what about phones? Each suite had one line in the old office; now we need two, one for the regular phone and one for the TTY. That makes 10 telephone lines. And who will answer the phone in our grant suites where there is only one person who can hear? We need special phones, so in the event the secretary is ill or out, the calls that come in on those lines can be switched to the receptionist. Now it is our listing in the telephone directories. We get one free listing in the Maryland section of the phone book. Do we want listings in the D.C. section also? Yes, but that is \$12 a year extra. We confer and agree that it is worth it. So listings are in. How about our numbers? We want the same numbers we have now. Until the new telephone directories are out, deaf people will have no way to learn what our new number is. They can't call information, and if they dial the old number, they cannot get the information that the number has been changed. The telephone company says it will see what it can do. And so time passes. We have pictures of the old offices. Do we want pictures of the new building while construction is underway? The answer is "Yes" so we call in "Official Photographer" Ricky Schoenberg and ask him to come over and take pictures of the work in progress so our members and friends can share with us the excitement of seeing the old taken down and the NAD's new look developing. Terry Swegel is exhausted. She has been talking with furniture salesmen, rug salesmen, equipment salesmen, consulting with the former owner of the building Harold Esten, who has become a good friend and advisor on what to do and who to see in getting things into shape. Finally, our staff meeting. This is it. We will go with this. If you have any last words, say them now or forever hold your peace. Of course, there are last words, doubts, desires, and patiently one by one the arguments are knocked down, shouted down or what have you. There are last-minute suggestions. Maybe we should do this, maybe we should do that but finally the die is cast and we are unalterably on our way.

While all this has been going on, it is business as usual. Of course, minds wander. There is a lot of speculation on what the finished layout will look like. But the work must go on. The Executive Secretary is in New York City, in Connecticut, meeting with the Commissioner of the Rehabilitation Services Administration, ordering extra copies of the proceedings of the Columbus Proceedings on Problems of the Aged Deaf. Willis Mann is running here and there getting estimates on printing,

looking for new items for the convention, preparing to get out state association membership lists, getting down to the Prince George's Hotline for the Deaf for interviews on this project, appearing on television for the same project. Our automatic typing equipment is running continuously grinding out letters soliciting support for the building fund and this becomes more intense, more personal as the costs involved in moving become clearer to all concerned. Alyce Stifter is kept swamped as checks pour in. All day it is write receipts, prepare "Thank you" letters for the contributions we get, write checks for our bills. It is too much. She is falling farther and farther behind, so now it is overtime. Every day Alyce works late trying to catch up on the load. We have more people on hand. First there is Carrie McClure. In the morning Carrie operates the automatic typewriter, and then in the afternoon she moves over to help Alyce with THE DEAF AMERICAN and NAD membership records while Yvonne Robertson, a work/study student, takes over the automatic machine. Yvonne is called "Strawberry" and while she has only been with us for three or so weeks, she is picking up signs fast. We also have Paula Ammons, a Gallaudet student, working part-time on our promotional efforts for "They Grow In Silence." Paula addresses flyers for the book, types letters for Allen Meltzer in answer to questions regarding our book business.

In the Communicative Skills Program, we are busy getting our special studies application in shape. This is due December 10. We are also working on a proposal for a national conference on standardization of the language of signs. Both of these applications must be written, evaluated and made ready for submission to the Bureau of Education for the Handicapped before the end of the year.

THE CENSUS STAFF is screening the names submitted as possible interviewers. Letters are being prepared for those who are being selected, inviting them to apply. Simultaneously plans are made and discussed for the training of those persons who accept. The questionnaires are being made ready for a full-scale test once the appropriate interviewing staff has been trained. We must have a liaison committee meeting. The staff searches for an acceptable date, but the calendar is crowded. Finally we agreed on December 21. It is a nice Christmas present, maybe.

THE RID is quieter. We must prepare our progress report, and our application for 1972-73 needs to be worked on. Mr. Ladner is new, the grant procedures are unfamiliar and the work is slow. But we are moving there, too. Time moves quickly. The days fly and suddenly it is Christmas and a new year looms on the horizon. So with that the Executive Secretary and all the members of the Home Office—Jane Beale, Kay Clark, Donna Cuscaden, Edythe Denning, Willis Mann, Christine Hiller, Emil Ladner, Carol Dorsey, Carrie McClure, Terrence J. O'Rourke, Marlene Segreti, Allen Meltzer, Allen Porreca, Jane Parker, Marcus Delp, Barbara Schreiber, Peggy Smith, Bill Tyson, Alyce Stifter, Theresa Swegel and also Yvonne Robertson, Paula Ammons, Stan Bigman and Augustine Gentile—wish you a Merry Christmas and a Happy New Year.

31st Biennial Convention NATIONAL ASSOCIATION OF THE DEAF

HOTEL DEAUVILLE

MIAMI BEACH, FLORIDA

July 2-9, 1972

The National Culturama

By Sallypat Dow

"Silent Magician" wows pupils at school for deaf . . . Children walked in clusters across the peaceful tree-lined campus, talking animatedly with their hands, occasionally kicking at piles of red and yellow autumn leaves. They were on their way to the auditorium of Pennsylvania School for the Deaf where the Silent Magician, Gary G. Lensbower, was to give them a magic show.

Inside, they squealed with delight and clapped hands. Teachers gave directions to the totally and partially deaf pupils without the usual yelling. "Move your chairs back from the edge of the balcony" they said with hand and arm gestures. "Quiet down, the Magician's coming."

Almost instantly, the Silent Magician appeared. He was dressed in a red tuxedo jacket trimmed in black, with a white shirt and black slacks. He did all his talking with his hands.

Clearly he was magic, and he spoke the children's language. Totally deaf himself, Gary graduated from PSD in 1960. But most important—he was believable.

First he placed a small doll in a small house and turned the house around three times. When he opened up the roof, Viola! The doll had burst into a big man, dressed in the same, but now bigger, mandarin costume. What's more, he stayed on the stage with Gary as an assistant for the rest of the show.

Next came the old rabbit-in-the-box trick—followed shortly by the old flag-out-of-the-hat routine.

Lensbower's hands were skillful, quick, precise. The usual irritating patter magicians keep up to distract the audience from the real action was pleasantly missing.

Gary had to make every hand and arm motion meaningful—because he was playing for a master audience, trained by their deafness to watch body movements skillfully. But his skills kept even the most skeptical on the edges of their seats.

Perhaps all the children—ages three to 10—most enjoyed seeing their headmaster, Dr. Phillip Bellefleur, get his head chopped off in a guillotine. (He came out of the event alive, but noticeably shaken.)

Gary, a computer operator for the Army in Washington, D.C., has performed in London, Finland, and throughout the United States. As a PSD undergraduate, he was co-captain of the football team and manager of the basketball team. Born profoundly deaf, he has created his own technique, artistic effects and props.

Gary wants to bring to your attention the second National Tournament for Deaf Magicians to be held in Miami Beach, Fla., at the time of the 1972 NAD. Interested deaf magicians will please write to Gary Lensbower, Box 6, Chambersburg, Pa. 17201.

DECEMBER, 1971

JAMES R. SWAB

Certified Public Accountant

117 Carroll Street, N. W.

Washington, D. C. 20012

November 29, 1971

Mr. Frederick C. Schreiber
Executive Secretary
National Association of the Deaf
905 Bonifant Street
Silver Spring, Maryland 20910

Dear Mr. Schreiber:

I have examined the Statement of Cash Receipts and Disbursements for the fiscal year ended April 30, 1971, and the Statement of Cash Balances at April 30, 1971. Also, I have examined the Modified Statement of Receipts and Disbursements and the Statement of Financial Condition (or Statement of Fund Changes) of the National Association of the Deaf as of April 30, 1971, and for the year then ended. My examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances. However, I was not present for the inventory count, but I did satisfy myself by other means as to the inventory's authenticity.

Grant and Contract unearned receipts resulted after comparison of funds received and disbursed for grants and contracts from May 1, 1967, through April 30, 1971. However, Grant and Contract unearned receipts are subject to further negotiation and a new indirect cost rate with the Department of Health, Education and Welfare.

In my opinion, the accompanying statements of the National Association of the Deaf present fairly the Assets and Liabilities as of April 30, 1971, arising from cash transactions and the receipts collected and expenses disbursed by it during the year then ended on a basis consistent with that of the preceding year.

Yours truly,
JAMES R. SWAB
Certified Public Accountant

EXHIBIT A

NATIONAL ASSOCIATION OF THE DEAF Statement of Cash Receipts and Disbursements For Fiscal Year May 1, 1970, Through April 30, 1971

	NAD Funds	Grant Funds	Total Funds
Cash Receipts:			
Grants	\$ 31,062.36	\$421,290.64	\$452,353.00
Contracts (Schedule 1)	28,984.20		28,984.20
NAD Operations (Schedule 1)	134,496.38		134,496.38
Total Receipts	\$194,542.94	\$421,290.64	\$615,833.58
Cash Disbursements:			
Executive Secretary's Salary	\$ 20,715.56		\$ 20,715.56
Salaries and Commissions	33,072.78	\$162,442.23	195,515.01
Payroll Taxes	218.91	5,563.24	5,782.15
Professional Services	22,489.14	110,315.62	132,804.76
Rent	30,833.00		30,833.00
Travel	4,647.88	19,605.10	24,252.98
Per Diem	113.31	8,678.67	8,791.98
Data Processing		28,551.87	28,551.87
Publications Purchased	12,828.17		12,828.17
Printing and Supplies	36,581.96	11,775.18	48,357.14
Freight and Postage	4,414.31	45,091.95	49,506.26
Telephone	1,826.85	4,091.77	5,918.62
Insurance	747.02	2,386.53	3,133.55
Advertising	774.50		774.50
Dues and Subscriptions	500.28	10.00	510.28
Repairs and Maintenance	1,549.38	15.00	1,564.38
Returned Checks	49.75		49.75
Convention Expenses	4,205.16	183.00	4,388.16
Board Meetings	2,105.53		2,105.53
Standing Committees	994.47		994.47
Executive Secretary's Expenses	1,807.01		1,807.01
President's Salary	600.00		600.00
Secretary-Treasurer's Salary	300.00		300.00
Furniture and Equipment Purchased	3,387.67		3,387.67
Movie Benefits	1,403.50		1,403.50
Testimonial Dinner	6,293.86		6,293.86
Deposit on Building	12,000.00		12,000.00
Net Loans to Employees	1,329.06		1,329.06
Cost of Additional Investments	7,358.24		7,358.24
Total Disbursements	\$213,147.30	\$398,710.16	\$611,857.46
Excess of Receipts over Disbursements		\$ 22,580.48	3,976.12
Excess of Disbursements over Receipts	\$ 18,604.36		
Add: Cash Balance April 30, 1970			70,496.32
Cash Balance April 30, 1971			\$ 74,472.44

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NATIONAL ASSOCIATION OF THE DEAF
Statement of Cash Receipts
For Fiscal Year May 1, 1970, Through April 30, 1971

Cash Receipts

Government Grants and Contracts:

Grant Funds	\$452,353.00
Transparency Contract	16,000.00
Ad Hoc Consumer Committee	6,727.00
Captioned Films	6,257.20

Total Government Grants and Contracts 78.16% \$481,337.20

NAD Operations:

Membership:

Membership Fees	\$ 12,336.00	
Less: Deaf American Support	(3,939.00)	\$ 8,397.00
Affiliation Fees		420.00
State Quota Contributions		10,289.64
Contributions	3.39%	1,785.15

\$ 20,891.79

Activities:

Publications and Merchandise	\$ 40,409.69	
Junior NAD Receipts	20,335.67	
Convention Receipts	9,137.81	
Investment Income	6,205.06	
Testimonial Dinner	6,182.50	
Services Rendered	4,592.34	
Movie Benefit Receipts	1,496.00	
Adult Education Fund	645.00	
Dewey Coats Fund	550.00	
Vending Machine Receipts	643.76	
Miscellaneous Receipts	14.81%	986.74

91,184.57

Deaf American Magazine:

Subscriptions	\$ 15,934.74	
Advertising	2,546.28	
NAD Support from Memberships	3.64%	3,939.00

22,420.02

Total NAD Operations 21.84% \$134,496.38

Total Receipts 100.00% \$615,833.58

NATIONAL ASSOCIATION OF THE DEAF
Cash Balances as of April 30, 1971

Checking Accounts

National Bank of Washington	\$26,507.60	
Suburban Trust Company	27,176.05	\$53,683.65

Savings Accounts:

Montgomery Federal	\$15,513.59	
Union Trust Co.	4,710.71	\$20,224.30

Investment Cash Accounts:

Union Trust Co., Principal	\$ 472.62	
Merrill Lynch, Pierce, Fenner & Smith	41.87	\$ 514.49

Petty Cash Fund: \$ 50.00

Total Cash Accounted for at 4-30-71 \$74,472.44

NATIONAL ASSOCIATION OF THE DEAF
Statement of Financial Condition
For the Year Ended April 30, 1971

Current Assets

Cash Balances (Exhibit B)	\$ 74,472.44	
Advances to Junior NAD and Employees	3,961.31	
Marketable Securities at Cost	32,222.97	
Publication Inventory	15,017.45	
Prepaid Expenses	1,698.96	

Total Current Assets \$127,373.13

Fixed Assets

Office Equipment	\$ 25,664.59	
Accumulated Depreciation	(6,656.30)	

Total Fixed Assets \$ 19,008.29

Other Assets

Deposits	\$ 12,975.00	
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Total Assets \$159,356.42

Liabilities

Current Liabilities

Payroll Taxes Payable	\$ 5,108.92	
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Unearned Income

Deaf American Subscriptions	\$ 15,560.00	
HEW Grants and Contracts	32,011.29	\$ 47,571.29

Total Liabilities \$ 52,680.21

Fund Balances

Dewey Coats Memorial Fund	\$ 746.50	
Adult Education Fund	645.00	
Operating Fund	105,284.71	

Total Fund Balances \$106,676.21

Total Liabilities and Fund Balances \$159,356.42

(Continued on page 45)

SCHEDULE 1

NATIONAL ASSOCIATION OF THE DEAF
New Members

Mr. and Mrs. Patrick Murphy	Maryland
Mr. and Mrs. Wm. E. McClure	Maryland
Dr. William Stokoe	District of Columbia
Dean Watts	Florida
Mr. and Mrs. Thomas Harmon	Maryland
Mr. and Mrs. C. Freston	Utah
Juan Eguiguen	Maryland
Algene Parsons	California
Mr. and Mrs. Harry Grabill	Maryland
Clifton Golden	Virginia
Mr. and Mrs. Donald Tress	Maryland
Mr. and Mrs. Reynold Sachs	Virginia

Pledges To Home Office
Building Fund

\$1,000.00

Mr. and Mrs. Frederick C. Schreiber

\$500 and over

Rev. E. F. Broberg
 Robert DeVenny
 Mr. and Mrs. Jess M. Smith

\$200 and over

Mrs. Marjorie Clere
 Mr. and Mrs. Edward C. Cole
 Paul W. Spevacek
 Mr. and Mrs. William J. Stiffer

\$100 and over

Mr. and Mrs. Edgar Bloom, Jr.
 Dr. and Mrs. Byron Burnes
 Joseph B. Burnett
 Denver Division No. 64, NFSD
 Daisy D'Onfrio
 Mr. and Mrs. Augustine Gentile
 Vilas M. Johnson, Jr.
 Marlin F. Klein
 Mr. and Mrs. Richard McKown
 Mr. and Mrs. Willis Mann
 Mrs. William Moehle
 Mrs. Thomas Osborne
 Frances M. Parsons
 Alice R. Wood

\$50 and over

Mr. and Mrs. Gary Clark
 Marcus T. Delk, Jr.
 Patrick A. Graybill
 John W. Hammersmith
 William C. Purdy
 Barbara Schreiber
 Mrs. Theresa Swegel

Under \$50

Mrs. Janet Barber
 Delores Bushnag
 Mr. and Mrs. Francis Colburn
 Mrs. Edythe Denning
 Loraine DiPietro
 Mrs. Sophie Easton
 Mrs. Glenn Ennis
 John W. Hammersmith
 Mrs. Janet Richard
 Syracuse Guild of the Deaf

IMPORTANT NOTICE

The new address of the
National Association of the
Deaf and THE DEAF AMERI-
CAN is 814 Thayer Avenue,
Silver Spring, Maryland 20910.
 Subscriptions and inquiries
 should be sent to that ad-
 dress.

Junior NAD Cited

NATIONAL ASSOCIATION OF THE DEAF
Modified Receipts and Disbursements Statement
For Fiscal Year May 1, 1970, Through April 30, 1971

Earned Receipts:			
Government Grants and Contracts			
Grants		\$438,414.68	
Contracts	76.78%	19,553.39	\$457,968.07
NAD Operations			
Memberships			
Membership Fees		\$ 8,397.00	
Affiliation Fees		420.00	
State Quota Contributions		10,289.64	
Contributions	3.51%	1,785.15	20,891.79
Activities			
Convention Receipts		\$ 9,137.81	
Publications and Merchandise		40,409.69	
Services Rendered		4,592.34	
Investment Income		6,205.06	
Junior NAD Receipts		20,335.67	
Movie Benefits		1,496.00	
Testimonial Dinner		6,182.50	
Vending Machine		643.76	
Miscellaneous	15.04%	712.24	89,715.07
Deaf American Magazine:			
Subscriptions		\$ 21,384.70	
Advertising		2,546.28	
Support from Memberships	4.67%	3,939.00	27,869.98
Total NAD Operations	23.22%		\$138,476.84
Total Earned Receipts	100.00%		\$596,444.91
Expenses:			
Grant Expenses		\$400,397.04	
Contract Expenses		18,100.73	
Deaf American Expenses		28,371.04	
Junior NAD Expenses		22,115.92	
NAD Expenses		102,472.91	
Movie Benefit Expenses		1,403.50	
Testimonial Dinner Expenses		6,293.86	
Total Expenses (Exhibit E)			579,155.00
Receipts over Expenses			\$ 17,289.91

For its services to the deaf youth of America, the Junior National Association of the Deaf has been selected as a Citationist in the 1971 National Volunteer Award competition sponsored by the National Center for Voluntary Action, with headquarters in Washington, D.C.

Established in February 1970, the National Center is a private, non-profit organization and the hub of a growing network of local Voluntary Action Centers. The NCVA exists to generate new responses to America's pressing needs through greater utilization, coordination and recognition of volunteers.

This year's awards program, the first under NCVA, drew the largest number of nominees in its history. From these, 119 Citationists have been selected. Preliminary screening was performed by a faculty panel from C. W. Post College of Long Island University. Each Citationist is now a candidate for one of two \$5,000 first-place awards.

The Citationists' contributions reflect a trend toward growing citizen involvement in community problem-solving and aid to the handicapped and disadvantaged. Final selection of 1971 awards winners will be made by a distinguished panel of five judges, and the top awards will be presented in February 1972 at a banquet in Washington, D.C.

EXHIBIT E

Disbursement Statement for the Year Ended April 30, 1971

Total Costs	Grant Funds							General and Administrative
	Registry of Interpreters	Training CSP and SSI	Census of Deaf	World Federation	Deaf American	Junior NAD	Membership and Activities	
Executive Secretary's Salary	\$ 20,715.56							\$20,715.56
Salaries and Commissions	195,515.01	\$38,147.44	\$34,110.14	\$ 87,556.93	\$2,627.72	\$ 4,704.78	\$ 4,450.00	23,918.00
Payroll Taxes	7,812.44	1,194.42	1,054.01	3,254.81	60.00	176.40	218.40	1,854.40
Professional Services	132,804.76	752.50	22,745.00	88,505.00		230.00	1,958.46	513.07
Rent	30,833.00					120.00	13,013.00	17,700.00
Travel	24,252.98	3,822.21	9,531.38	6,249.51	2.00	86.50	1,527.75	3,033.63
Per Diem	8,791.98	1,957.85	4,246.72	2,449.09	25.00			113.31
Data Processing	28,551.87			28,551.87				
Publications Purchased	5,077.26							5,077.26
Printing	28,605.50	2,842.00	123.20	1,830.62	16.20	21,625.09	51.50	2,116.89
Supplies	14,034.75	2,664.48	2,209.87	2,088.81		109.95	816.89	6,144.75
Freight and Postage	49,431.67	681.50	597.57	43,811.50	1.38	1,043.64		3,296.08
Telephone	5,918.62	992.88	1,501.51	1,546.28	51.10	239.83	79.92	1,507.10
Insurance	3,285.61	692.82	335.74	1,347.88	10.09			899.08
Advertising	774.50							774.50
Dues and Subscriptions	510.28	5.00	5.00					500.28
Repairs and Maintenance	1,564.38			15.00				1,549.38
Returned Checks	49.75							49.75
Convention Expenses	4,388.16				183.00			4,205.16
Board Meetings	2,105.53							2,105.53
Standing Committees	994.47							994.47
Executive Secretary's Expense	1,807.01							1,807.01
President's Salary	600.00							600.00
Secretary-Treasurer's Expense	300.00							300.00
Depreciation	2,363.60							2,363.60
Miscellaneous Expense	368.95					34.85		334.10
Movie Benefit	1,403.50							1,403.50
Testimonial Dinner	6,293.86							6,293.86
Totals	\$579,155.00	\$53,753.11	\$76,460.14	\$267,207.30	\$2,976.49	\$28,371.04	\$22,115.92	\$97,345.90
General and Administrative Expenses							(1)	15,380.65
Apportioned to Memberships								(15,380.65)
Adjusted Totals	\$579,155.00	\$53,753.11	\$76,460.14	\$267,207.30	\$2,976.49	\$28,371.04	\$22,115.92	\$46,305.75
								\$81,965.25

(1) Apportioned on basis of Membership and Activities Receipts to total Receipts Earned.

SCHEDULE 2

Indirect Cost Rate Proposal For Fiscal Year Ended April 30, 1971

General and Administrative Expenses	\$ 81,965.25
	(A)
Direct Labor:	
Training Grants	\$ 34,110.14
Registry of Interpreters	38,147.44
Census of the Deaf	87,556.93
World Federation of the Deaf	2,627.72
Deaf American	4,355.00
Junior NAD	4,450.00
Membership Costs	3,779.04
	\$175,026.27
	(B)

$$\text{Indirect Cost Rate} \\ A \div B = 81,965.25 \div 175,026.27 = 46.83\%$$

Contributions To Building Fund

(Halex House)

Mr. and Mrs. Gordon L. Allen\$ 100.00
Akron Auxiliary Div. No. 154, NFSD 100.00
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Arkansas Association of the Deaf 100.00
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Position Available With RID

The Registry of Interpreters for the Deaf announces the resignation of Loraine DiPietro, Materials Specialist, and editor of *interprenews*.

Applicants for the position are requested to write to the Executive Director, Mr. Emil Ladner, Registry of Interpreters for the Deaf, 814 Thayer Avenue, Silver Spring, Md. 20910, for a copy of the job description. Writing ability as well as interpreting experience are basic prerequisites for candidates.

IMPORTANT NOTICE

The new address of the National Association of the Deaf and THE DEAF AMERICAN is 814 Thayer Avenue, Silver Spring, Maryland 20910. Subscriptions and inquiries should be sent to that address.

SFVSC Awards Interpreters Scholarships

Three scholarships of \$300 each have been awarded to student interpreters for the deaf at San Fernando Valley State College, it has been announced by Mrs. Virginia Lee Hughes, coordinator of interpreting services. The recipients are Jack Rose, Cynthia Keyser and Sandra Workman.

Rose, formerly of Declo, Idaho, is a freshman. Miss Keyser and Miss Workman will be enrolling in their second and third years of college work respectively. Both are daughters of deaf parents—Mr. and Mrs. Sherman Keyser of Granada Hills, and Mr. and Mrs. Kyle Workman of Torrance.

The scholarships have made possible an increase to 29 the number of interpreters serving hearing impaired students enrolled at Valley State. The college has 68 such students in both undergraduate and graduate levels registered for the 1971 fall semester.

The scholarships were donated by the

Northridge Optimists Club, the Woodland Hills Rotary Club, by the SFVSC deaf students club and by individual donors. The deaf students club realized \$250 from the sponsorship of an April campus theater presentation, "Handful of Signs," directed by Louie J. Fant, Jr., a faculty member who formerly served with the National Theatre of the Deaf.

Of the 25 interpreters now on campus at Valley State, 14 are students themselves. Hourly rate classroom interpreting makes it possible for them to cover part of their college expenses.

Prospective interpreters interested in pursuing college careers should write to Mrs. Hughes, in care of College Services for the Deaf, Room 220 Engineering Building, San Fernando Valley State College, Northridge, Calif. 91324.

Special preference is given to sons and daughters of deaf parents who have an interest in future professional roles as teachers or counselors with the deaf.

Four Gallaudet College Seniors Receive Scholarships

Four Gallaudet College seniors have been named recipients of \$250 scholarship awards, financial aid officer Thomas O. Berg has announced.

The scholarships, made possible by the Cosmopolitan Club of Washington, will go to Bernice Hoepfer, 3121 75th Ave., Landover, Md.; Cynthia Lohr, daughter of Mr. and Mrs. Leonard D. Lohr, 64 N. Water St., Frostburg, Md.; Rachel Naiman, daughter of Mr. and Mrs. Richard D. Naiman, 306 E. 96th St., New York, N.Y.; and David Price, grandson of Bruce Brown, 516 Hagar St., San Fernando, Cal. The awards were formally presented during a ceremony November 11 at the Kenwood Country Club, Bethesda, Md.

Mrs. Hoepfer is majoring in sociology and has a cumulative grade point average (GPA) of 93.5. Last spring she was initiated into Phi Alpha Pi honor society at Gallaudet.

An English major, Miss Lohr has a 92.2 GPA and was recently named associate editor of the MANUS, the college literary magazine.

Miss Naiman, a psychology major with a 92.6 GPA, was also a spring initiate of Phi Alpha Pi.

Price is majoring in business administration and has a 90.2 GPA.

This was the fourth year the Cosmopolitan Club awarded grants to Gallaudet College students, with scholarships going each year to four seniors majoring in different subject areas. The recipients are selected according to financial need and academic standing.

Third Annual Eastern Deaf Skiers Race Championship Tournament

The Third Annual Eastern Deaf Skiers Race Championship Tournament will be held at the Haystack Ski Area in Wilmington, Vt., January 22-23, 1972, under the sponsorship of the USEASA Deaf Skiers Committee. Scheduled are giant slalom and special slalom events.

Gold, silver and bronze plaques for each event will be awarded to the first three female and male winners, respectively. The USEASA Deaf Skiers Committee will give a trophy to a man and a woman for the best "combined alpine time" of both slalom and giant slalom.

Entry fee for the two events is \$5.00. Anyone wishing to race in only one event pays \$3.00. Write to Race Chairman Tom Hassard, c/o Eastern Deaf Skiers Committee, 340 Dogwood Drive, Union, N. J. 07083.

A ski school program will be offered all deaf skiers and first-timers. Make reservations at Red Cricket Lodge, c/o Eastern Deaf Skiers Headquarters, West Dover, Vt. 05356.

HEW Establishes Line To America's Youth

In an effort to provide an avenue of coordination between youth-students and the Federal government, the Department of Health, Education and Welfare has set up the Office of Youth and Student Affairs, directed by Mrs. Jane Lampmann.

This office was initiated two years ago by young professionals in HEW who felt that the government "was not receptive enough to what youth was interested in." As of this time there are branches in San Francisco, Atlanta, Dallas, Boston and Chicago with constituents from nearby states relating to each central office.

The primary concern of this office is getting to high school students and familiarizing them with resources available to them for action in special projects such as the environment or drugs. At the same time, the Office of Youth and Student Affairs makes a point of talking to students and the schools to maintain a close communication of ideas and needs. Repeatedly voiced concerns of students are part-time employment and teenage counselors with whom they can relate in their schools.

Another project of the regional offices is administering assistance funds available to groups seeking to ease racial tension caused by busing.

Mrs. Lampmann believes that HEW Secretary Elliott L. Richardson is a man "who has made a definite commitment to find means to help young people responsibly solve their problems." Richardson personally reviews all of her office's plans and evaluates quarterly reports.

As pointed out by Mrs. Lampmann and Nancy Lilienthal, one of the regional representatives, "Our experiences have been that the students are co-operative if they feel the government 'has something to offer them.'"

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Turk Heads New Program For Deaf Youth

A program designed to advise and stimulate educational and social activities of deaf youth throughout the country was initiated this fall at Gallaudet College with the creation of the Youth Relations program, directed by Frank R. Turk, within the Office of Alumni and Public Relations. Turk has been national director of the Junior National Association of the Deaf since 1966 and was dean of preparatory men at Gallaudet from 1965 until last spring. As director of Youth Relations he is responsible for planning, organizing and maintaining positive relationships between the college and deaf young people in schools and programs throughout the United States.

The goals of the program are three-fold:

1. To create opportunities for Gallaudet College to cooperate with the nation's schools for the deaf in providing and en-

hancing educational opportunities for hearing impaired students;

2. To promote activities among hearing impaired youth that will expand their social and intellectual abilities, lift their aspirations and stimulate them to constructive action;

3. To develop greater visibility and awareness of Gallaudet College as the national headquarters of Junior National Association of the Deaf and as a source of information, guidance and assistance on deaf youth matters.

Turk is a 1952 graduate of Gallaudet with a bachelor of arts degree in education. He received his master of arts degree in guidance counseling from the University of Maryland in 1969. Elected a member of the Executive Board of the National Association of the Deaf in 1968, Turk also serves on the Law Committee.

Conference Held On Youth Relations Program

On September 8, 1971, a conference was held in the office of Stanley B. Thomas, Jr., Deputy Assistant Secretary for Youth and Student Affairs, Department of Health, Education and Welfare. The participants included Frank Turk, Assistant Director of Youth Relations, Gallaudet College, and Douglas R. Kennedy, '72; Paula Ammons, '73; and Linda Hatrak, '74, all Gallaudet students.

Purposes of the conference:

1. To gather useful and necessary information concerning the Department of Health, Education and Welfare's activities with youths and students.

2. To increase the visibility of Gallaudet's Youth Relations Office and to expose the quality and quantity of its work through printed materials (Junior NAD and related deaf youth materials) aimed at active HEW involvement for students at Gallaudet College.

3. To open an active line of communication between the two youth service offices.

4. To establish a personal rapport between the students and Mr. Thomas which may prove to be valuable in future contacts and references involving youth and student activities under the latter's jurisdiction.

Evaluation of the conference:

Based on the plethora of recommendations made largely by the Gallaudet student participants themselves as to how a most effective line of communication may be promoted between the two youth offices, this conference appeared to be a success. The students made sound,

realistic and positive recommendations. They impressed Mr. Thomas as being a knowledgeable group, representative of diverse backgrounds and interests. Mr. Thomas is quoted as saying: "They had some good ideas while, at the same time, they listened to and respected the ideas of others."

HEW's Youth and Student Affairs Office is responsible for arranging appointments with administration officials connected with governmental and educational programs for youths and students. For example, they arranged Secretary Elliot L. Richardson's meetings with student leaders from the following organizations, among others: George Washington University Student Association, University of Maryland Student Association and Newman Club, Future Farmers of America and Montgomery Neighborhood Center.

One of the possible benefits to Gallaudet College is HEW officials can be asked to speak on various areas of HEW responsibility to students and faculty in a classroom setting and to deaf youth groups at their major meetings and conventions (Junior NAD events, testimonial dinners, student assembly meetings and the like). It might also provide tremendous publicity to the college if members of the President's Committee on Employment of the Handicapped were extended an invitation to attend the event as an opportunity to discuss their problems with the HEW officials.

During October 1970, Secretary Richardson instructed all of the HEW

agencies to develop plans for ensuring youth participation in the decision-making process and means by which youth and student organizations could compete for grants and contracts. Also being developed is a program especially designed to ensure that youth and student organizations can compete effectively with established groups for Office of Education resources.

This would pave the way for Gallaudet College students to communicate deaf youth ideas personally by participating on policy-making bodies of HEW and by representing HEW on White House and related committees involving youth. Another benefit would be the eventual development of a program of seminars on school campuses involving Gallaudet students and OE officials in discussions on higher education and special after-class programs sponsored by OE.

HEW's Task Force on Economy and Employment has recommended the establishment of a National Job Information Service to assist all groups, including the handicapped youth with employment problems. Gallaudet College's Counseling and Placement Center may do well to contact the Department of Labor to explore and exploit all possible benefits to deaf youngsters available through this service.

It would also be to Gallaudet College's benefit if it would establish a National Public Service Employment program for the deaf within the structure of its Counseling and Placement Center in collaboration with the TFEU or Department of Labor. This is especially valuable inasmuch as HEW agencies have recently been asked to review and change, if necessary, existing laws regarding employment of teenagers so that they can find jobs more easily.

A Youth Advisory Council has been established with the HEW's Social and Rehabilitation Services to provide the Administrator with ideas for increasing youth participation in SRS programs.

Possible benefits to Gallaudet College: Selection of outstanding deaf youngsters to the public advisory committees of the various HEW agencies. As of this date, according to Mr. Thomas, over 80 young people have been either nominated or appointed to these committees, including high school students, none of whom is deaf. A letter has been written directly to the executive secretary of National Advisory Committee on Education of the Deaf, suggesting that two of Gallaudet's outstanding students be considered for the next two vacancies in the committee, John Levesque and Linda Hatrak. Another benefit to the college would be

an opportunity for its Youth Relations Office to serve as a liaison between deaf youth and the Deaf Youth Development and Delinquency Prevention of the SRS.

The Office of Child Development, HEW, is funding several research and development projects in the youth services areas and works closely with voluntary youth-serving organizations.

Benefits to Gallaudet College:

1. Funds for a research project on "The Effects of a Youth Leadership Camp on the Self Concept and Leadership Ability of a Selected Group of Deaf Adolescents."

2. Financial and technical support for a Student Institute program at Gallaudet College patterned after Talent Search projects being undertaken by state officials throughout the country. A total of 82 contracts (authorized up to \$100,000) were awarded by the OE in fiscal year 1970 to state and local agencies and other public or non-profit organizations and institutions to identify needy youths with exceptional potential and encourage them to complete secondary school and undertake postsecondary education, or to re-enter postsecondary school.

3. Opportunity for the YR office to serve as a liaison between Senior Junior NAD members and "Pee Wee" Junior Naders in schools for the deaf through financial and technical support of the OE. This vitally important program of self-directed learning pursuits can be furthered with the availability of such funds. Efforts are being made to increase the scope of this program by utilizing the services of professional personnel who are stationed in immediate areas but travel costs may still be quite high.



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Jack Gannon Named Gallaudet's Director Of Alumni And Public Relations

Dr. Edward C. Merrill, Jr., president of Gallaudet College, has announced the appointment of Jack R. Gannon, '59, to a new position as director of the college's Office of Alumni and Public Relations. Gallaudet has recently reorganized its alumni and public information offices into one new larger department. Gannon will oversee this new organization which will encompass responsibility for:

1. Alumni relations—in cooperation with the Gallaudet College Alumni Association for the purpose of involving the alumni and the deaf community;

2. Youth relations—guidance and supervision of the Junior National Association of the Deaf, education and career counseling, joint activities of Gallaudet students and students in other schools and programs for the deaf;

3. Publications and news services—production of college publications and communication with news media, the deaf community, Congressional aides and Federal government officers as well as staff assistance in planning and/or coordinating special events on campus;

4. Visitors bureau—planning and coordination of activities and materials for campus visitors.

This new organizational setup will have a staff of nine.

A native of Missouri, Gannon has served since 1968 as director of Alumni Relations at Gallaudet. During this time, membership in the Alumni Association has tripled from 889 to 2,700 and four new chapters have been established.

From 1959-1968 Gannon was an instructor in graphic arts and coach at the Nebraska School for the Deaf, where his wife, who is also deaf, taught art and coached girls' volleyball. In 1967 he was honored as "Coach of the Year" by Omaha's WOW-TV when his football team went undefeated.

Born November 23, 1936, in West Plains, Mo., Gannon became deaf at the age of eight from spinal meningitis. He entered the Missouri School for the Deaf in 1946 and graduated in 1954. From 1954-59 he was a student majoring in education at Gallaudet College where football and journalism were his major interests. As editor of the **Buff and Blue** (1957-58) he won first class ratings for the newspaper from the Associated Collegiate Press. He co-captained the varsity football squad in 1957, was president of the Alpha Sigma Pi fraternity and served as editor of the 1959 **Tower Clock**, the college senior annual.

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FRONT ROW CENTER

By TARAS B. DENIS

Ephphatha—You Bet! Only Who's Doing The Tuning?

Please! I'm just as disgusted as you are about certain misconceptions concerning the deaf community that have appeared on television to date: crack lipreading at ten yards out and of somebody in a phone booth besides; an entire household wired with push buttons for total, technical, not-so-deaf living, and, most recently, a religious service for the deaf—softly, saintly, smoothly—while in the back of the church some punk blasts away with a revolver! (P.S. Even as he's apprehended several shots later by the show's hero, the congregation, led by a deaf priest of course—softly, saintly, smoothly—signs on as the show signs off. Neat—when you're in the driver's seat!)

Anyway, that's how the few in back of the tube present to the masses sitting in front of it the plight of the deaf, and all in the good name of public enlightenment. Trouble is, from time immemorial, enlightenment of this sort has been our plight, all right!

Oh, sure, we can roll with the punch. (Haven't we always?) Meanwhile, how about another kind of enlightenment through the tube—expressly for us? And I mean in the bigger cities where the bigger deaf communities are located? New York, for example, has quite a crowd and yet television viewing in this teeming center of learning and culture can be a lonely if not frustrating experience for the average deaf resident. Strange, but where the dialing power is greater, there is less enlightenment for a minority group that needs it most!

One moment. I'm not speaking of New York University's Deafness Research and Training Center which sponsors an occasional cable television program tailored for the deaf, and for which those who have such sets are grateful. Unfortunately, however, far and away many of us don't. Besides, my point this month is not canned television, but the live, natural flow of things—news, for one.

May I quote? Thank you.

"N.E.T. and Channel 13 Given Grants for Special Programs," The New York Times, November 16, 1971:

"National Educational Television and Channel 13 here were the recipients yesterday of substantial grants for the production and presentation of **special programs**, helping to offset recent financial cutbacks by the Corporation for Public Broadcasting.

"Grants of \$25,000 each from the van Ameringen Foundation, a philanthropic organization, and the New York Foundation were also announced. The grants **stipulate** that they go for the hiring of specialized reporters in the **areas of minority affairs and education** for the non-commercial station's **nightly half-hour news show**, slated to go on the air in mid-January. Other grants are being sought for **additional specialized newsmen**." (Boldface mine.)

Taken separately or together, the above terms sound enlightening enough, but for whom really? Channel 13 is an educational outlet, but are all its funds earmarked for "ears" only? I've nothing against any group, color, status, except to say that our community deserves a share, too. More so when you consider the fact that the former are already benefitting from certain stations at certain hours.

On the other hand, I've also read that elsewhere our country cousins have managed to get on the tube while we city mice are busy nibbling on the wrong wires. Yes, that's it! Maybe if we all started gnawing the same cable or two, we'd get some attention? How about some private letters to the van Ameringen Foundation and large corporations like Kraft Foods ("Sesame Street"), among others? I would even advise writing directly to Mr. James Day, president of the Educational Broadcasting Corporation. Sooner or later we're bound to tap a lode and, if only a thin vein, at least it will get us started. Please, anyone, if you think you know how we should attack this problem, kindly send in your plan to me. Thanks.—TBD.

Mississippi RID Organized

On November 6, 1971, the Mississippi Registry of Interpreters for the Deaf became a reality. The organizational meeting was held on the Mississippi School for the Deaf campus with 26 persons present. Discussions were lively and constructive. At the initial meeting a constitution and bylaws were adopted and a slate of officers elected. After the meeting 30 dues-paying members were on the rolls. Of this number 14 are deaf.

The officers are as follows:

President: Hugh T. Prickett, principal, Mississippi School for the Deaf.

Vice President: Rev. Jerry St. John, Baptist missionary to the deaf.

Secretary: Mrs. Margaret Collier, teacher, Mississippi School for the Deaf.

Treasurer: Edward Broome, teacher, Mississippi School for the Deaf.

Directors: Miss Arden MacDowell, teacher, Mississippi School for the Deaf; T. H. Barron, businessman, secretary, Mississippi Association of the Deaf; Robert Gladney, printer.

All three directors are deaf persons. Their presence on the board of directors should insure that MRID will always be responsible to the wishes of the deaf in any undertaking in their behalf.

The first official project of MRID will be the introduction of a bill in the Mississippi Legislature to require interpreters in court when a deaf person is a party to any court proceeding.

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FEBRUARY 27 — MARCH 4, 1972

3rd Biennial Convention of U.S. Deaf Skiers Assn.

North Conway, New Hampshire

sponsored by

For Information

Write to Don Fields, Gen. Chairman
159 Davis Avenue
Hackensack, New Jersey 07601

Eastern Regional Deaf Skiers Committee

BEGINNERS TO EXPERTS; NON-SKIERERS;
PARENTS OF DEAF CHILDREN ARE
WELCOME

All day pleasure skiing, ski lessons,
races, snowmobile, night skating,
workshops, entertainment, business
meeting, parties and many others.

Church Directory

Assemblies of God

When in North Jersey visit . . .
CALVARY CHAPEL OF THE DEAF
 571 Westminster Ave., Elizabeth, N.J.
 Sun. 10 & 11 a.m.—Tues. 8:00 p.m.
 Rev. Croft M. Pentz, pastor
 Phone: (201) 355-9568

FIRST ASSEMBLY OF GOD DEAF CHURCH
 5909 South Harvey, Oklahoma City, Okla. 73149
 Sunday—9:30 a.m., Sunday evening—7:00 p.m.
 Wednesday—7:30 p.m.
 Friday evening—6:30 p.m. Youth through
 the summer.
 Just one mile west of Interstate 35
 Rev. Mrs. Elmo Pierce, pastor

When in Rockford, welcome to—
FIRST ASSEMBLY FOR THE DEAF
 804 2nd Ave., Rockford, Ill.
 Services each Sunday at 9:30, 10:45 a.m.
 and 7:30 p.m. Bible study each Tuesday
 evening, 2710 N. Rockton.
 Rev. Lloyd Couch, pastor

When in Minneapolis-St. Paul, worship
 with us . . .
**SUMMIT AVENUE ASSEMBLY OF GOD
 CHURCH FOR THE DEAF**
 845 Summit Ave., St. Paul, Minn. 55105, 221-8402
 Sundays—9:30 a.m., 10:45 a.m., 7:00 p.m.;
 Wednesdays—7:30 p.m.; Fridays—7:30 p.m.
 Carol Vetter, Pastor for the Deaf

Baptist

When traveling north, south, east or west,
 eventually you will pass through Little Rock.
 Why not stop and worship in the
 Silent Department of
FIRST BAPTIST CHURCH
 1208 Louisiana Street, Little Rock, Ark.
 Sunday: Sunday school 9:30 a.m.; worship
 10:45 a.m.; evening worship 6:00 p.m.
 A full program for the deaf.
 Rev. Robert E. Parrish, minister to the deaf

A warm welcome for the deaf . . .
AT FIRST SOUTHERN BAPTIST CHURCH
 5640 Orange Avenue, Long Beach, Calif.
 Interpretation for the deaf at all services:
 Sunday, Bible study—9:30 a.m.; worship 11 a.m.
 & 7 p.m. and Wednesdays, 7:30 p.m.
 Sign Language Class, Sundays, 5:00 p.m.

Worship and serve with us at
FIRST BAPTIST CHURCH
 500 West Main Avenue
 Knoxville, Tennessee
 Sunday: Sunday School 9:30 a.m.; Morning
 worship 11:00 a.m.; Training Union 5:50 p.m.;
 Evening worship 7:00 p.m.
 A Full Church Program for the Deaf
 Rev. W. E. Davis, Minister

WHEN IN NEW ORLEANS VISIT THE HIS-
 TORIC French Quarter and First Baptist
 Church, 4301 St. Charles Ave., New Orleans,
 La. Services: Sunday 9:15 a.m., 10:30 a.m.,
 5:45 p.m., 7:00 p.m., Wednesday 7:15 p.m.
 Dactylography Classes: Sun., 5:45 p.m., Wed. 6:00
 p.m., A Complete Gym: Mon., Wed., Fri. 3:00-
 5:00 p.m., Saturday 9:00-12:00 a.m. and 6:30-
 10:30 p.m. Captioned Films for the Deaf: Sat-
 urday 8:00 p.m. Rev. H. L. Barnett, Pastor
 to Deaf; Mr. J. K. Baker, Asst.

When in Washington, D.C., worship at . . .
THE BAPTIST CHURCH OF THE DEAF
 8th & H Streets, N.W., Washington, D.C. 20001
 Sunday School, 9:30 a.m. Worship, 10 a.m.
 Francis C. Higgins, leader, 937-2507.

When near Louisville, Ky., welcome to
**FOURTH AND OAK STREETS BAPTIST
 CHURCH FOR THE DEAF (SBC)**
 Sunday School, 9:45 a.m.; Worship service,
 10:55 a.m.; Sunday night service, 6:00 p.m.;
 Wednesday night service prayer meeting,
 7:15 p.m.
 Rev. Joe L. Buckner, pastor and interpreter
 Miss Sue Henson, interpreter

Church of the Brethren

**ROANOKE DEAF BRETHREN
 CENTRAL CHURCH OF THE BRETHREN**
 416 Church Avenue S.W., Roanoke, Virginia
 Services: 11:00 a.m. every Sunday.
 Prayer Meetings: As announced.
 All are welcome regardless of faith.

Church of Christ

WESTERN HEIGHTS CHURCH OF CHRIST
 1912 N. Winnetka
 Dallas, Texas 75208
 Sunday—9:45 a.m.
 Ralph D. Churchill, 941-4660

Episcopal

When in Mobile, Alabama, or on way to
 Florida stop and visit
**ST. MARK'S EPISCOPAL CHURCH
 FOR THE DEAF**
 St. Stephens Road and Craft Highway,
 Toulminville
 Services each Sunday at 10:30 a.m.
 Lay Reader, Matt Horn

When in Denver, welcome to
**ALL SOULS MISSION FOR THE DEAF—
 ST. MARK'S EPISCOPAL**
 1160 Lincoln St., Denver, Colorado
 Tel. 534-8678

Open every Sunday at 11 a.m.
 All Souls Guild meetings second Friday
 night, 7:30 p.m.
 All Souls Guild socials fourth Friday
 night, 7:30 p.m.
 Rev. Edward Gray

The oldest church for the deaf
 in the United States
ST. ANN'S CHURCH FOR THE DEAF
 Episcopal
 426 West End Ave. near 80th St.
 Services 11:30 a.m. every Sunday
 The Rev. Jay L. Croft, Vicar
 Mail Address: 251 W. 80th St.
 New York, N. Y. 10024

Lutheran

Visiting New York "Fun" City?
**ST. MATTHEW LUTHERAN CHURCH
 FOR THE DEAF**
 41-01 75th St., Elmhurst (Queens), N.Y. 11373
 11:00 A.M. Sunday Worship (10:00 A.M.
 June-July-August)
 Rev. Daniel A. Hodgson, pastor
 212-335-8141 or 516-248-2357 Voice or TTY
 1 block from IRT & IND Subways

**SHEPHERD OF THE HILLS
 LUTHERAN CHURCH**
 Diamond Heights Boulevard & Addison Street
 San Francisco, California 94131
 Telephone: 586-3424
 The Reverend Marlin Sampson, pastor
 Telephone: 589-1246
 "Serving Deaf and Hearing"
 Sunday School, 9:30 a.m.; Bible Study, 9:45
 a.m.; Morning Worship, 11:00 a.m.

When in Minneapolis, welcome to . . .
**BREAD OF LIFE LUTHERAN CHURCH
 FOR THE DEAF**
 2901 38th Avenue South,
 Minneapolis, Minnesota 55406
 Services 11:00 a.m. every Sunday
 (10:00 a.m. during June, July and August)
 The Rev. Lawrence T. Bunde, pastor

An invitation to visit . . .
CHRIST LUTHERAN CHURCH OF THE DEAF
 5101 16th St. N.W.
 WASHINGTON, D.C. 20011
 Sunday worship—10:00 a.m.
 Daniel H. Pokorny, BD, MSW, pastor
 Ph. 322-2187

When in Miami, worship with us . . .
DEAF ZION LUTHERAN CHURCH
 15000 N.W. 27 Avenue - Greater Miami, Fla.
 WORSHIP, SUNDAY, 11 a.m.
 Open Wed Night, 7:30 p.m.
 Mr. Paul Consoer, lay pastor
 Church 688-0312; Home 621-8950
 "South Florida's only deaf congregation"

**HOLY CROSS LUTHERAN CHURCH
 OF THE DEAF**
 360 Morse Road, Columbus, Ohio
 Services 10:45 a.m. every Sunday
 The Rev. William A. Ludwig
 792 Kevin Dr., Columbus, Ohio 43224

LUTHERAN CHURCH OF THE DEAF
 31 West Beacon St., West Hartford, Conn.
 Earl J. Thaler, pastor
 Worship every Sunday—9:30 a.m.
 Bible class every Wednesday—7:15 p.m.

MEMORIAL LUTHERAN CHAPEL FOR THE DEAF

10th and Grove Streets, Oakland, Calif.
 Worship Service: 10:00 a.m.
 Bible Class: 11:15 a.m.
 Clark R. Bailey, Pastor, 632-0845

Visitors most welcome to . . .
PEACE LUTHERAN CHURCH FOR THE DEAF
 4201 North College Avenue
 Indianapolis, Indiana 46205
 Services every Sunday at 10:30 a.m.

**PRINCE OF PEACE LUTHERAN CHURCH
 FOR THE DEAF**
 205 N. Otis, St. Paul, Minn.
 Services every Sunday at 10:30 a.m.
 August L. Hauptman, pastor
 Phone 644-9804 or 721-3239

**OUR SAVIOR EVANGELICAL LUTHERAN
 CHURCH OF THE DEAF**
 6861 Nevada Ave., Detroit, Mich. 48234
 Church service every Sunday at 10:00 a.m.
 The Rev. Russel Johnson, pastor
 Need help? Phone LA 7-7023

In North New Jersey meet friends at
**ST. MATTHEW'S LUTHERAN
 CHURCH FOR THE DEAF**
 510 Parker St. at Ballantine Pkwy.
 Newark, N. J. 07104
 (Bus #27 to B. Pkwy., 3 bl. West)
 Sundays, 10 a.m.; Thursdays, 8 p.m.
 Rev. C. Roland "G" Gerhold, pastor
 Need help? Phone (201) 485-2260

When in Pittsburgh, Pa., welcome to . . .
**TRINITY LUTHERAN CHURCH
 OF THE DEAF**
 409 Swissvale Ave., Pittsburgh, Pa. 15221
 10:00 a.m. Bible Class
 11:00 a.m. Sunday Service
 Rev. George C. Ring

Other Denominations

**THE BIBLE CHAPEL OF CINCINNATI
 FOR THE DEAF**
 An independent Bible-teaching class meets
 every Friday at 7:30 p.m. in the Salvation
 Army Citadel, 114 E. Central Parkway
 You are welcome.
 Mrs. M. E. Pidcock, teacher
 Mr. V. F. Volz, assistant
 Founded 1950 by Roberta Groves

**CHICAGO UNITED METHODIST CHURCH
 OF THE DEAF**
 Services in Dixon Chapel
 77 West Washington St., Chicago, Ill. 60602
 John M. Tubergen, leader
 P. O. Box 683, Elmhurst, Ill. 60126

DEAF MISSIONARY CHURCH
 3520 John Street (Between Texas and
 Norveila Ave.) Norfolk, Va.
 Pastor, John W. Stallings, Jr.
 Sunday School, 9:30 a.m.
 Worship Service, 10:30 a.m.
 WYAH-TV (each Monday, 9 to 9:30 p.m.)
 THE DEAF HEAR
 Bible Study and Prayer—Wednesday 7:30 p.m.

When in Atlanta, Ga., welcome to
**CRUSSELLE-FREEMAN CHURCH
 OF THE DEAF**
 (Non-Denominational)
 1304 Allene Avenue, S.W., Atlanta, Ga. 30310
 Sunday School 9:45 a.m.—Worship 11:00 a.m.
 and 7:00 p.m.
 Wednesday Bible study and prayer 7:00 p.m.
 Rev. Wilber C. Huckleba, pastor
 Free Captioned Movie, 7:00, third Friday

NATIVITY CHURCH FOR THE DEAF
 Front & Montgomery Streets
 Trenton, N. J. 08610
 Worship service every Sunday, 11:00 a.m.
 Sunday School and Bible Class for Deaf,
 9:30 a.m.
 Rev. Wm. C. Aiello, Pastor
 Service signed and spoken — Come as
 a family.

When in Metropolitan Washington, D.C.,
 worship at
**WASHINGTON UNITED METHODIST CHURCH
 FOR THE DEAF**
 37th and Tilden St., Brentwood, Md.
 Sunday Services at 2:00 p.m.
 Captioned Movies every first Sunday
 at 3:15 p.m.
 Rev. LeRoy Schauer, pastor

BUR, -207-50N-A AUG72 GAM
M&M DAVID O BURTON
5008 PADUCAH RD
COLLEGE PARK MD 20740

CLUB DIRECTORY

When in Baltimore
Make sure to visit "Friendly Club"
THE SILENT ORIOLE CLUB, INC.
2-4 E. Preston St., Baltimore, Md. 21202
Open every night and Sunday afternoon
Jerry Jones, secretary

CHICAGO CLUB OF THE DEAF
Room 204-206
538 South Wabash Ave., Chicago, Ill. 60605
Open Friday and Saturday evenings

SILENT ATHLETIC CLUB OF DENVER
1545 Julian St., Denver, Colo. 80204
Open Saturday evenings
Bonnie Lou Von Feldt, secretary

When in Detroit, come and visit . . .
our new
DETROIT ASSOCIATION OF THE DEAF, INC.
1240 Third Blvd., Detroit, Michigan 48226

EAST BAY CLUB OF THE DEAF, INC.
645 West Grand Ave., Oakland, Calif. 94612
Open Wed. and Fri. evenings and Sat.
and Sun. afternoons and evenings
Hubert J. Sellner, secretary

GREATER INDIANAPOLIS DEAF CLUB
210 E. Ohio St. Indianapolis, Ind. 46204
Open Wednesday, Friday and Saturday
evenings
Leslie Massey, president

Welcome to Hawaiian Paradise . . .
HAWAII CLUB FOR THE DEAF
c/o St. Peter's Episcopal Church
1317 Queen Emma St.,
Honolulu, Hawaii 96813
2nd Saturday of each month
Polly Bennett, secretary

When in Houston, you are welcome
to the
HOUSTON ASSOCIATION OF THE DEAF, INC.
606 Boundary St. Houston, Texas 77009
Open Friday and Saturday evenings

METROPOLITAN WASHINGTON ASSOCIATION OF THE DEAF
3001 Hamilton Street
Hyattsville, Maryland 20910
Open Friday, Saturday and
Sunday evenings.
When in the Nation's Capital,
come and see us.

Welcome to
MIAMI ASSOCIATION OF THE DEAF
N. Miami Ave. and 150th St.
North Miami Beach, Fla.
Open four Saturdays of each month

Now In Our 52nd Year!
You're welcome at our new location
622 N. Broadway . . . East of the river
MILWAUKEE SILENT CLUB, INC.
Founded 1918 Incorporated 1922
Open every Friday, Saturday and Sunday
Ronald Byington, secretary

When visiting Montreal, Canada,
Welcome to
LA SOCIETE PROVINCIALE DES SOURDS DU QUEBEC INC.
"Your home away from home."
2103 East Ste. Catherine
Corner Delorimier
Open daily till closing
G. Giroux, president
A. Chicoine, manager

We've moved . . .
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14241 Fenkell Ave., Detroit, Michigan 48227
Open Fri., Sat., Sun. eves. only
Harold Weingold, secretary

OLATHE CLUB FOR THE DEAF
P.O. Box 302
Olathe, Kansas 66061
Miss Mary Ross, secretary

PHOENIX ASSOCIATION OF THE DEAF
3100 East Roosevelt, Phoenix, Ariz.
2nd and 4th Saturday of each month
Address all mail to:
Patricia Gross
2835 West Glenrosa
Phoenix, Arizona 85017

When in Pittsburgh, welcome to—
PITTSBURGH ASSOCIATION OF THE DEAF
1854 Forbes Ave. Pittsburgh, Pa.
Open Fri. night, Sat. afternoon &
night, Sun. afternoon & night.
Paul B. Gum, Jr., secretary

PUGET SOUND ASSOCIATION OF THE DEAF
(Seattle in 1974—NAD)
The Greatest and Oldest Club of the Deaf
in the Pacific Northwest.
Everyone Heartily Welcome.
Open Saturdays.
8501 Wallingford Ave., North
Seattle, Washington 98013
TTY Phone 206-525-3679

READING ASSOCIATION OF THE DEAF
538 Franklin St., Reading, Pa. 19606
Open daily
Michael Steffy, secretary

SAN FRANCISCO CLUB FOR THE DEAF, INC.
530 Valencia Street
San Francisco, California 94110
Open Friday and Saturday nights.
Sometimes Sunday.

When in Cincinnati, welcome to . . .
SEVEN HILLS DEAF CLUB
32 West 12th St., Cincinnati, Ohio 45210
Open seven evenings a week
Harold King, president
Pete Pennington, vice president
and treasurer

ST. PETERSBURG ASSOCIATION OF THE DEAF
4256 56th Ave. North, St. Petersburg, Fla.
Socials every 1st and 3rd Saturday evenings
Free captioned movies every 4th Saturday
Leon A. Carter, secretary
620 Hillcrest MH Park, Clearwater, Fla. 33515

SOUTHTOWN CLUB OF THE DEAF
5832 S. Western Avenue
Chicago, Ill. 60636
Open Friday, Saturday and Sunday
Captioned movies every 4th Sunday
Beverly Rice, president
Charles Hanton, vice president
Marie Giarraputo, secretary
Ronald Carlson, treasurer

When in York, Pa., welcome to
THE YORK ASSOCIATION OF THE DEAF, INC.
208 N. George St. York, Pa. 17401
Open Wed., Fri., Sat. evenings
Socials on 2nd and 4th Saturdays
of month
Business meeting on 2nd Friday of month
Henry P. Senft, Sr., secretary

UNION LEAGUE OF THE DEAF, INC.
2101-15 Broadway
New York, N. Y. 10023
Open noon to midnight
Thurs., Fri., Sat., Sun., holidays
Anthony F. Sansone, president
Vito Manzella, vice president
Aaron Hurwit, secretary
Irving Feinstein, treasurer

When in Waterbury, welcome to
WATERBURY SILENT CLUB, INC.
P. O. Box 1229, Waterbury, Conn. 06720
Open Friday Evening. Business meeting-
Social on 2nd Saturday of month
Madeline A. Keating, secretary

National Congress of Jewish Deaf

Alexander Fleischman, President
9102 Edmonston Court, Greenbelt, Md. 20770
Ben Estrin, Secretary-Treasurer
2305 Georgian Way, Wheaton, Md. 20902

* * *

Information re: local activities, write to
BOSTON H.A.D., c/o Mrs. Frieda Lofchie
36 Byron Rd., Chestnut Hill, Mass. 02167

BROOKLYN H.S.D.
c/o Mrs. Susan Greenberg
1064 E. 92nd St., Brooklyn, N.Y. 11236

CHICAGO H.A.D., c/o Reubin Schneider,
3509 A. St., Evanston, Ill. 60203

CLEVELAND H.A.D.,
c/o Mrs. Hermina Turkin
1474 So., Euclid, Ohio 44121

HILLEL CLUB OF GALLAUDET COLLEGE
Washington, D. C. 20002
c/o President

LOS ANGELES H.A.D.,
c/o Mrs. Elaine Fromberg
1029 N. Hayworth Ave., Los Angeles, Calif.
90046

BALTIMORE J.D.S.,
c/o Mrs. Betsy Blumenthal
5709 Greenspring Ave., Baltimore, Md.
21209

NEW YORK H.A.D., c/o Milton Cohen
572 Grand St., New York, N.Y. 10002

PHILADELPHIA H.A.D.,
c/o Mrs. Leonard Vogel
2653 'B' Tremont St., Philadelphia, Pa. 19152

TEMPLE BETH OR OF THE DEAF (N.Y.),
c/o Mrs. Alice Soll,
195 Princeton Drive, River Edge, N.J. 07661

TEMPLE BETH SOLOMON OF THE DEAF,
c/o Mrs. Gloria Webster
15947 Vanowen St., Van Nuys, Calif. 91404